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Unit	Title	Functions	Structure	Vocabulary	Competencies
1	Hello	Greetings Introductions	to be (present simple; affirmative)	Names of people Jobs Tides	Interpersonal and presentational communication
2	At school	Asking for and giving information Describing things Agreeing and disagreeing	Adjectives Wh-questions to be (present simple) interrogative)	Numbers 1–20 Colours Classroom objects/ commands Imperatives Prepositions; in, on, under, in front of, behind	Interpretative and presentational communication
3	Clothes	Describing people and things	Possessive adjectives Possessive 's This is That is	Items of clothing Parts of the body	Interpersonal, presentational and interpretative communication
4	Food and drink	Asking for and giving information Talking about habitual actions Expressing likes and dislikes	Present simple (affirmative, negative, interrogative) Countable/uncountable nouns a/an/some	Items of food and drink Healthy/unhealthy	Interpretative, presentational, cross-cultural and interpersonal communication
5	My family	Asking for and giving permission	Have / have got  How many?  Can + subject + verb?	Family relationships Daily activities	Interpersonal and presentational communication
6	Where we live	Describing places	There is/isn't There are/aren't Some / any	Rooms in a house	Interpretative and presentational communication
7	Transport	Talking about habitual actions Asking for and giving the time	Adverbs of frequency: always, usually, often, sometimes, seldom, never	Modes of transport Times	Interpretative and presentational communication

8	Hobbies	Expressing likes and dislikes Talking about leisure activities	Present continuous (affirmative, negative, interrogative) I like/don't like + gerund (affirmative, negative, interrogative)	Hobbies	Interpretative and presentational communication
9	Sport	Obligation Talking about ability	Can/Can't (ability) (affirmative, negative, interrogative)  Must (affirmative and negative)	Sports	Interpretative, interpersonal and presentational communication
-10	Holidays	Talking about future plans Talking about the weather	Expressing dates going to	Holiday destinations Weather	Interpretative and presentational communication
11	You and your health	Asking for and giving advice Obligation	Should (affirmative, negative, interrogative) object pronouns This / that These / those	Health Diet Teenage problems	Interpretative and presentational communication
12	Celebrations	Talking about the past	Simple past (to be + regular verbs) Possessive adjectives	Dates Celebrations	Cross-cultural, presentational, interpretative and interpersonal communication
13	The environment	Talking about the past Obligation Prohibition	Simple past (irregular verbs) Enough, a lot of, too many, too much, more, less, fewer	Environment Environmental problems	Presentational and interpretative communication
14	Entertainment	Asking for and giving directions Agreeing and disagreeing Apologizing	Present continuous to express future meaning Time markers Yes, I agree / No, I disagree	Entertainment Places Activities	Interpretative and presentational communication

ì

# Umit 1 Hello!

#### **Competency Development**

Competency	Focussed skill	Sub-skills and strategies
Interpersonal communication	Speaking	Interacting using greetings, farewells and expressions of courtesy (introducing yourself)
	Listening	Exchanging personal information (listening for information)
	Reading	Identifying people and jobs; reading introductory dialogues (reading for information)
Presentational communication	Writing/Speaking	Presenting written material to an audience (writing and presenting facts)

Vocabulary	Hello Hi friend name doctor secretary teacher student football player how fine thanks Mr Mrs Miss
Functions	Greeting people; asking how people are and responding
Structures	To be (simple present; affirmative)

#### 1 Listen and say the names.









Casablanca

Rabat

Fez

Marrakesh



2 Listen and speak.



#### 5 Practise with a friend.

Hello. I am ... . What's your name? Hi. My name is ...

#### 6 Read.



NOTE! I am = I'm

#### New objective

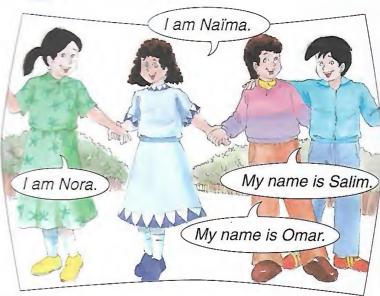
To greet people and introduce yourself using 1<sup>st</sup> person singular of the present tense of the verb to be

#### 3 Speak.

Say *Hello* to your friends. Say *Hi* to your friends.

#### I am/My name is ...





#### (Hello. I am Miss Kadaoui.





#### Practise with a friend.

S1: Hello. I'm Mrs Azizi.

S2: Hello, Mrs Azizi. I'm ... / My name is ...

S1: Hello, I'm Mr Latifi.

S2: Hello, Mr Latifi. I'm ... / My name is ...

### This is ... We are ... He/She is a ... They are ...



#### New objective

To talk about jobs using the present simple tense of the verb *to be* in singular and plural



I'm a doctor.



This is Mr Rakib. He is a doctor.



I'm a secretary.

This is Miss Labied. She is a secretary.



This is Mr and Mrs Ibrahimi.
They are teachers.

REMEMBER!

I am / I'm ... Mr / Mrs / Miss

This is ... He/She is ... My name is ...

We are ... / They are ...

9

Speak.



NOTE! My name's ... = My name is ...

He's ... = He is ...

She's ... = She is ...

We're ... = We are ...

They're ... = They are ...

My name's Salim. I'm a football player.

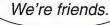
This is Salim.

He's a football player.



My name's Anne.

This is Anne. She's a student.





This is Salim and Anne. They're friends.

#### Write.

- 1 My name is Naïma. 2 \_\_\_\_\_ Youssef. 3 \_\_\_\_\_ friends.
- 4 This is Youssef. \_\_\_\_\_ a football player.
- 5 \_\_\_\_\_ a \_\_\_\_\_.
- 6 \_\_\_\_\_ Youssef and Naïma. \_\_\_\_

#### How are you? Fine, thanks.





#### New objective

To communicate verbally with classmates by asking after friends and acquaintances



#### Read.

Hi, Naïma. How are you? Fine, thanks.

Hello, Susan.

I'm fine, thanks. And you?

### Write. Then practise with a friend.

\_\_\_\_\_, Lahcen. Salim:

Lahcen: \_\_\_\_\_, Salim.

\_\_\_\_\_ are you? Salim:

Lahcen: I'm fine, thanks. \_\_\_\_\_?

Salim:



#### REMEMBER!

I am I'm

You are You're He is = He's

She is = She's

We are = We're They are = They're I'm a football player.

You're a student.

He's a doctor.

She's a secretary.

We're teachers.

They're friends.

#### 13 Read. Then practise with a friend.



Good morning, Naïma.

Good morning, Nora.

# Greetings Good morning. Good afternoon. Good evening. Good night. Goodbye. Bye.

New objective

times of the day

To greet people at different

REMEMBER!
Good morning.
Good afternoon.
Good evening.
Good night.
Goodbye. / Bye.











Good afternoon, Lahcen. Good afternoon, Susan.



Good evening, Youssef. Good evening, Anne.

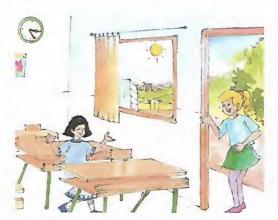


Goodbye, Salim. Bye, Omar.



Good night, Salim. Good night, Lahcen.

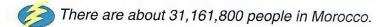
#### 14 Write. Complete the dialogues.

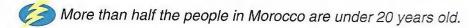


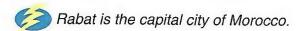


### Do you know about ... Morocco? 🧳









More people live in Casablanca than in Rabat.



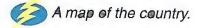




Project: Hello!

Find out as much as you can about Morocco and make a poster.

#### Your poster should include:

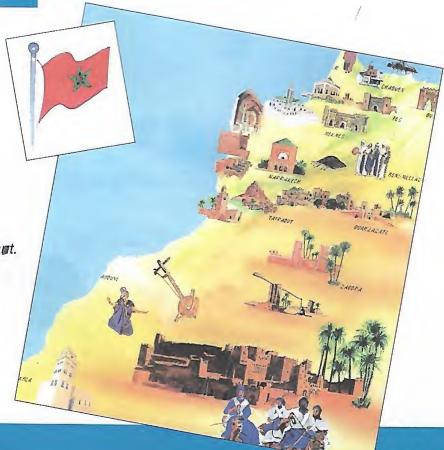


Major cities.

Geographical features: mountains, desert, sea.

💋 Any famous sites.

Anything else you think is important.



## Unit 2

# At school

#### **Competency Development**

Competency Focussed ski		Sub-skills and strategies
Interpretative communication	Listening	Interpreting phrases and statements; following orders, commands and instructions (listening for specific information)
	Reading	Reading names (reading for information)
	Speaking	Talking about objects (describing things)
Presentational communication	Writing	Presenting written information to an audience about your school (writing and presenting facts)

Vocabulary	school numbers 1-20 count colours bag pen desk chair table clock watch orange apple window door
Functions	Asking for and giving information; describing things; agreeing and disagreeing
Structures	Adjectives  Wh- questions to be (simple present; interrogative) Imperatives Prepositions: in, on, under, in front of, behind



1	2	3	4	5	6	7	8	9	10	11
one	two	three	four	five	six	seven	eight	nine	ten	eleven
12 twelve	13 thirte	en fo	14 urteen	15 fifteen	16 sixteen	17 seventeen	eigh	18 iteen	19 nineteen	20 twenty

#### Write. Count the players.



one





#### New objectives

To count to twenty, to recognise numbers written as figures and words, to ask about and give ages to say what colour something is

Read. Then practise with a frie

How old are you, Fatiha?



How old are you, Leila? I'm thirteen.

#### Write. Fill in the colours.



yellow

















1 a brown desk



5 an \_\_\_\_\_ computer



chair





3 a \_\_\_\_\_ bag

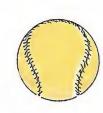


\_\_\_\_ boo



6 a \_\_\_\_\_ apple





#### Speak. Practise with a friend.

S1: What's this?

S2: It's a/an ...

\$1: What colour is it?

S2: It's ...



S1: What's this?

S2: It's a bag.

S1: What colour is it?

S2: It's green.





To use prepositions of location

to ask and say where

New objective

something is





#### Read. Then practise with a friend.



Where's the ...? It's on/in/under/ behind/in front of ...

1 The bag is on the desk.



2 The pen is in the bag.



3 The book is under the desk.



4 The chair is behind the desk.



5 The student is in front of the de

#### Speak. Talk about the pictures with a friend.

The bag is under the chair.







S1: Is the bag under the desk? S2: No, it isn't.

Is the ...?

Yes, it is. / No, it isn't.

S1: Is the bag on the chair? S2: Yes, it is.

#### REMEMBER!

**Ouestion** What's this? What colour is it? Where's the ...?

Is the ... ?

**Answer** It's a/an ... It's ... It's on/in/under/ behind/in front of ... Yes, it is. / No, it isn'

#### **8** Read the names.



Hicham Guerouj



Nezha Bidouane

#### Younes Aynaoui

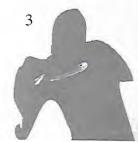
#### New objectives

To ask questions about people using who and about things using what To use the word or in a question beginning Is it ...?

#### Speak. Practise with a friend.

Who's this? It's \_\_\_\_\_.





#### What's that? It's a/an ...

#### 10 Speak. Practise with a friend.

What's that? It's a clock.



a clock



a chair



an orange



a window



a table



an apple



a door



a watch

#### Is it a ... or a ...? It's a ...

#### 11 Write. Complete the answers.

1 Is it a watch or a clock?

It's a \_\_\_\_\_\_.

2 Is it a table or a chair?

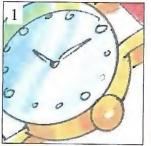
It's a \_\_\_\_\_\_.

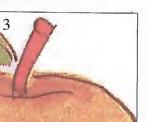
3 Is it an apple or an orange?

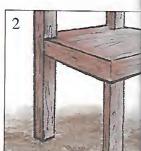
It's an \_\_\_\_\_\_.

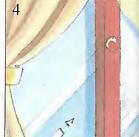
4 Is it a window or a door?

It's a \_\_\_\_\_









REMEMBER!
Question
Who's this/that?
What's this/that?
Is it a/an ... or a/an ...?

Answer It's ... It's a/an ..



#### New objectives

To introduce classroom language To understand and respond to requests stated in the imperative

Listen and speak.



Close your books, please.

Stand up, please.

Come here.

Go to the board, please.



Draw a chair on the board. Write the word 'chair'. Repeat the word 'chair'. Go back to your desk. Sit down, please.



Open your books.

Listen and follow the orders.

Talk about the picture. Then write.

Where's the bag? It's on the chair.

What colour is the table? It's brown.

I be the pen on the table?

madalan include.

2 What colour is the clock?

mabihelad with



? It's Younes Aynaoui.

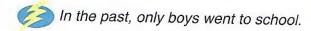


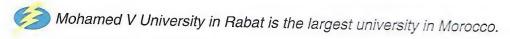
4 White the New & Walch



### Do you know about ... education?







Al-Qarawiyin University in Fez is the oldest university in the world.

Al-Qarawiyin University was founded in 859AD by a woman called Fatima Al Fehria.





Make a brochure about your school.

#### Your brochure can include:

The size of your school.

How many teachers and students there are.

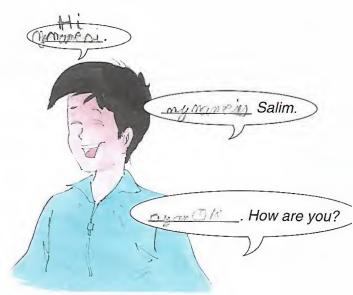
What time you go to school.

Anything else you think is important.



### Review 1



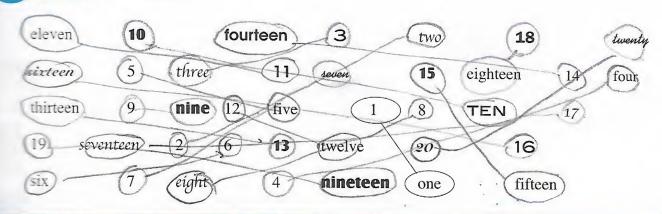


- Write: am, is or are. (10 Points)
  - 1 My name Mrs Azizi.
  - 2 I a teacher.
  - 3 Naïma \_\_\_\_\_ a student.
  - 4 She \_\_\_\_ in my school.
  - 5 Pierre <u>asyx</u> a student.



- 6 He \_\_\_\_\_ not in my school.
- 7 Omar and Salim \_\_\_\_\_ students
- 8 This \_\_\_\_ Mr Ibrahimi.
- 9 He \_\_\_\_\_ a teacher.
- 10 We \_\_\_\_\_ both teachers.

3 Match. (20 Points)



### Write: in, on, under, behind or in front of. (5 Points)

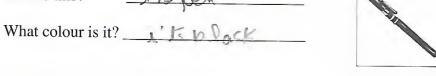
- The teacher is \_\_\_\_\_ the desk.
- The student is \_\_\_\_\_\_ the desk.
- 3 The clock is \_\_\_\_\_ the wall.
- The desk is \_\_\_\_\_ the clock.
- The books are \_\_\_\_\_ the bag.



#### Write answers. (10 Points)

1 ts pen 1 What's this?





2 What's this? What colour is it? \_\_\_\_\_\_ \ K b \ Lu0



3 What's this? What colour is it?



4 Is it a table or a chair? What colour is it?



5 Is it a door or a window? \_\_\_\_\_ What colour is it?



# Unit 3

# Clothes

#### **Competency Development**

Competency	Focussed skill	Sub-skills and strategies
Interpersonal communication	Listening	Asking and answering questions using what you have learned orally and/or in writing (listening for specific information)
	Speaking	Sharing likes and dislikes
Presentational communication	Speaking	Describing clothes, parts of the body and physical traits using simple words and phrases
	Writing	Presenting a uniquely-designed outfit to an audience of listeners (sentence completion)
Interpretative communication	Reading	Interpreting statements about clothes, parts of the body and physical traits

Vocabulary	t-shirt shoes boots socks trousers trainers skirt jacket hat jeans scarf tall short slim fat fast slow long new old big small head body hair arms legs ears nose eyes mouth		
Functions	Describing people and things		
Structures	Possessive adjectives; possessive 's; This is/That is		









#### Read.



shorts



t-shirt



New objective

football boots

To identify and describe items of



socks



trousers





trainers



skirt



jacket



jeans

#### 2 Listen and speak.

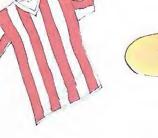
- 1 The shorts are orange.
- 2 The t-shirt is green.
- 3 The boots are black and white.
- 4 The socks are red.
- 5 The trousers are black.
- 6 The trainers are white.
- 7 The skirt is yellow.
- 8 The jacket is brown.
- 9 The jeans are blue.

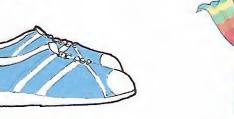


The t-shirt is red and white.













ms of urs

Read. Then complete the sentences.

#### **New objectives**

To describe people using adjectives To introduce the use of apostrophe 's structures to indicate possession



Ismal is tall.

He is happy.

He is fast.

He's sad. I is short.

He is slow.



Amal is \_\_\_\_\_.

She is \_\_\_\_

short

happy

fast

slow

Nadia .



#### 5 Write the sentences.

1 Jamal's t-shirt is green. His trainers are white.

2 John's shorts are red. \_\_\_\_\_ football boots are black.

3 John's socks are red and \_\_\_\_\_ socks are red. \_\_\_\_ socks are red.

4 \_\_\_\_\_ tracksuit is blue and white. \_\_\_\_ trainers are white.

5 \_\_\_\_\_ shorts are yellow. \_\_\_\_\_ socks are blue.

6 \_\_\_\_\_\_t-shirt is green and \_\_\_\_\_\_t-shirt is green. \_\_\_\_\_t-shirts are green.





\*\* t-shirt is white.

- socks are red.
- trousers are blue.
- Her trainers are white.
- tracksuits are green.
- ir shorts are black.



Selma



Susan



Brahim and Ahmed

My t-shirt is red. My jeans are blue. Our trainers are white.

Selma's skirt is white. Her t-shirt is red.

#### Describe your clothes. Practise with a partner.

My socks are blue. Your jeans are black.

Susan's dress is blue. It is new.

Paul's socks are white. **They** are old.

#### 8 Speak. Practise with a friend.



Susan's dress is new. It is blue. It is long.



Paul's socks are old. They are white. They are short.

#### 10 Write. Describe the clothes.



John's trainers



Yasmina's skirt



Mohamed's trousers

#### This is ... That is ...

#### Read. Then complete the sentences.



This is my team. Our shirts are red.

That is Sam's team. Their shirts are yellow.

#### New objective

To demonstrate the difference between to and that through pictures and descriptio of clothing and colours

#### Speak. Describe the clothes.



Redouane's slippers



Jane's hat



Nora's headscarf



Tom's shoes



short

long sn

- 1 John's trainers are white. They are new.

3		
,		



my team. \_\_\_\_\_ are blue.

\_. \_\_\_\_ are black.



hair eyes nose mouth ears

Read.

I'm Coco the Clown.
My hair is long.
My eyes are blue.
My ears are big.
My nose is red.
My mouth is big.

#### New objectives

To identify parts of the body To practise use of new vocabulary items in descriptions



The clown's hair is short. His eyes are green.

#### 14 Speak. Practise with a friend.

I'm Coco the Clown.

My hat is small.
My shirt is small.
My sleeves are short.
My gloves are big.
My trousers are short.
My shoes are big.

Your head is big. Your body is big. Your arms are long. Your hands are small. Your legs are long. Your feet are small.



#### Label the clown.

ilitores

hair
arms
shirt
eyes
hands
trousers
feet

REMEMBER!
Coco's hat is red. It is small.
Coco's shoes are brown. They are big.
This is Coco's shirt. That is Pika's shirt.

### Do you know about ... material?





Most of our clothes are made from cotton. Cotton grows on trees.



Some of our clothes are made from wool. We get wool from sheep.



Most of our shoes are made from leather. We get leather from animal skins.















Design an outfit. Draw a picture and label the items of clothing. Say what colours you would use.



## Unit 4

# Food and drink

#### **Competency Development**

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening / reading	interpreting simple texts and dialogues containing formulaic phrases (listening and reading for specific information)
	Speaking	responding appropriately to spoken texts about food and drink (asking and responding to questions)
Presentational communication	Writing	gathering and presenting information to an audience about a dish
Cross-cultural communication	Speaking / writing	exchanging feelings, ideas about food and drink orally and in writing (making decisions about given information)
	Reading	recognizing English shopping lists and menus and comparing them with local ones
Interpersonal communication	Speaking	using turn-taking

Vocabulary	rice milk butter cheese olives chicken fish vegetables carrots fruit juice bread pasta salad onions tea coffee water breakfast lunch dinner healthy unhealthy favourite	
Functions	Asking for and giving information; talking about habitual actions; expressing likes and dislikes	
Structures	Present simple (affirmative, negative, interrogative); Countable/uncountable nouns; a/an/some	









fresh fruit



cheese



couscous



potatoes

1 Tick the healthy foods.

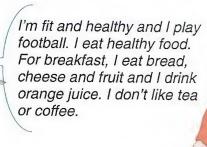
#### New objectives

To introduce vocabulary items related to foods
To talk about eating habits using the simple present tense
To highlight and practise the use of s in third person singular



I am Sam. I play football. I do not eat chips. My favourite drink is orange juice.

#### 2 Listen to Hamid.



For lunch, I eat couscous and meat. I like vegetables and my favourite vegetable is cabbage. I also like fruit. I eat bananas, grapes, oranges and dates. I drink water or juice.

For dinner, I like to have soup and bread. I also like pasta with salad: lettuce, tomato, cucumber and pepper.
I eat vegetables and fruit every day

#### 3 Complete the sentences.

- 1 Hamid plays football.
- 2 He eats healthy food.
- 3 For breakfast, he drinks Franke will
- 4 His favourite vegetable is \_\_\_\_\_.
- 5 For dinner, he likes soup and \_\_\_\_\_

I eat vegetables.
You eat vegetables.
He/She/It eats vegetables.
We eat vegetables.
They eat vegetables.

REMEMBER!
I play football.
You play football.
He/She/It plays football.
We play football.
They play football.

Hamid eats vegetables. Salim plays football. Nora drinks fruit juice.

and I like to drink water.

what do you eat?
What does Hamid eat?
Do you like bananas?
Does Hamid like coffee?

I eat fruit. He eats vegetables. Yes, I do. No, he doesn't.

#### New objectives

To introduce the concept of an auxiliary verb
To ask questions about eating habits using do and does
To answer questions using do/don't and does/doesn't

#### Answer the questions.

- 1 Was does Hamid eat for dinner?
- 2 What do you eat for dinner?
- 3 Does Hamid eat healthy food?
- 4 Do you eat healthy food?

He eats pasta.

#### Sten to Hamid.



healthy. He eats unhealthy
For breakfast he eats fried eggs
He drinks coffee.



dinner, he likes to eat fried and fried potatoes. He always pies and he drinks coffee.



For lunch he eats beefburger and chips. He doesn't like vegetables and he doesn't eat fruit. He likes ice cream and he drinks lots of cola.



In the afternoon he eats cake.

#### 6 Talk about Ahmed. Practise with a friend.

Does Ahmed eat vegetables? What does he eat for breakfast? Does Ahmed like cola? Does he eat healthy food?

#### Write.

- 1 What do you eat for breakfast?
- 2 Do you like fruit and vegetables?
- 3 What do you eat for dinner?
- 4 Do you eat a healthy diet?

#### I like cheese. I don't like eggs.

8 Speak. Practise with a friend.

#### New objectives

To introduce the concept of countable and uncountable nour To distinguish between them using Would you like a/an ... or Would you like some ...?



Do you like eggs? Yes, I do.



Do you like cheese? No, I don't.



milk

onions



chicken



fish





tagine



bread

#### Would you like a/an/some ...? Yes, I'd like a/an/some ....



#### Listen to Hamid and his mother at the mark



Hello. I'd like some fruit, please. Certainly. What would you like? I'd like some bananas, some apples, an orange and a lemo Thank you.

I'd like some bread, some rice and some onions, please. Hamid, would you like some fish for dinner? Yes, please.

Would you like some olives with it? No, thank you. I don't like olives.

#### Countable or uncountable? Write.









Countable: an onion



#### **REMEMBER!**

Countable nouns are nouns which you can count, eg., apples, eggs, onions. Uncountable nouns are nouns which you cannot count, eg., bread, milk, rice.





#### Speak. Work in groups of three.

Look at Exercise 9 on page 30. Follow the dialogue but choose different food to buy. Take turns.

#### New objectives

To talk about likes, dislikes and daily routines using the simple present Asking and responding to questions about likes, dislikes and habits



S1: Hello. I'd like ... (some fruit / some vegetables), please.

S2: Certainly, what would you like?

S1: I'd like ... and ... and ... Thank you.

S1: I'd like ... and ... [S3] would you like ...?

S3: ...

S1: Would you like ...?

S3: ...

#### Read the interview. Then practise with a friend.



Younes: Hello. Do you play sport?

Jack: Yes, I do.

Younes: What sport do you play? Jack: *I play tennis and football*. Younes: Do you eat healthy food?

Jack: Yes, I do. I eat fruit and vegetables.

I don't eat chips or sweets.

Younes: What vegetables do you like?

Jack: I like cabbage, peas, peppers and aubergine.

I don't like carrots.

Younes: Do you like tea and coffee.

Jack: No, I don't. I prefer water or fruit juice.

Younes: What's your favourite meal?

Jack: My favourite meal is grilled fish with roasted

peppers and boiled peas. Oh, and a glass of apple juice.

Younes: Thank you.



How healthy are you? Look at the pictures. Say what sports you do and what food you eat. Which is your favourite?

















tennis and football. For breakfast I eat bread and fruit. I eat meat and vegetables for lunch.

Favourite meat is lamb. I don't eat sweets. I don't like cola but I do like tea.

Favourite meal is tagine. I am healthy!

#### Speak. Work in groups of three.

Look at Exercise 9 on page 30. Follow the dialogue but choose different food to buy. Take turns.

#### New objectives

To talk about likes, dislikes and daily routines using the simple present Asking and responding to questions about likes, dislikes and habits



S1: Hello. I'd like ... (some fruit / some vegetables), please.

S2: Certainly, what would you like?

S1: I'd like ... and ... and ... Thank you.

S1: I'd like ... and ... [S3] would you like ...?

S3: ...

S1: Would you like ...?

S3: ...

#### Read the interview. Then practise with a friend.



Younes: Hello. Do you play sport?

Jack: Yes, I do.

Younes: What sport do you play? Jack: I play tennis and football. Younes: Do you eat healthy food?

Jack: Yes, I do. I eat fruit and vegetables.

I don't eat chips or sweets.

Younes: What vegetables do you like?

Jack: I like cabbage, peas, peppers and aubergine.

I don't like carrots.

Younes: Do you like tea and coffee.

Jack: No, I don't. I prefer water or fruit juice.

Younes: What's your favourite meal?

Jack: My favourite meal is grilled fish with roasted

peppers and boiled peas. Oh, and a glass of apple juice.

Younes: Thank you.

#### Write.

How healthy are you? Look at the pictures. Say what sports you do and what food you eat. Which is your favourite?

















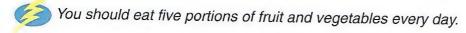
cay tennis and football. For break fast I eat bread and fruit. I eat meat and vegetables for lunch.

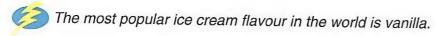
y favourite meat is lamb. I don't eat sweets. I don't like cola but I do like tea.

y favourite meal is tagine. I am healthy!

### Do you know about ... food?

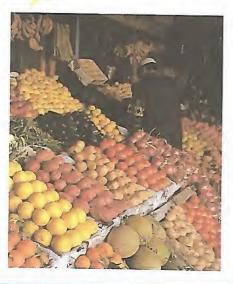






If you drink milk, you will help keep your teeth and bones healthy.

Morocco produces 800,000 tons of oranges every year.







#### Project: food and drink



You are making a special dinner for your family. Write a shopping list of ingredients that you need to bu Then write the menu and illustrate it.

Shopping List carrots beetroot tomatoes peppers Lemons green olives couscous chicken bananas apples oranges





### Review 2

- Listen, colour and answer. (4 Points)
  - What colour is his shirt?
  - Are his shorts blue? \_\_\_\_\_
  - 3 What colour are his socks?
  - 4 What colour are his boots?
- Describe. (6 Points)

















- 1 The shorts are blue and yellow.
- 2 \_\_\_\_\_

- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7
- Write: my, your, his, her, its, our or their. (5 Points)



This isn't \_\_\_\_\_ shirt.



new trainers are white.



This is \_\_\_\_\_ team colour

Is it \_\_\_\_\_ shirt?

No. \_\_\_\_\_ shirt is green.

Describe. Use tall, short, happy, sad, fast or slow. (10 Points)

Ahmed



Amal '



Selma



Maria

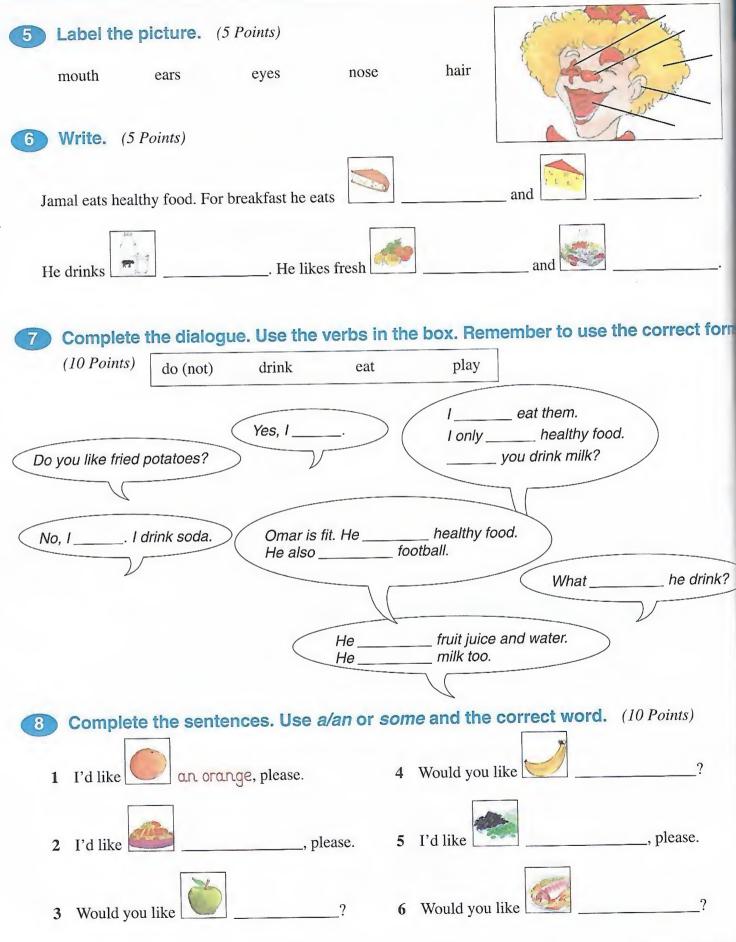


Brahim



s Ahmed.

ha a tall.



Total: 50 Point

# Unit 5

# My family

#### **Competency Development**

Competency	Focussed skill	Sub-skills and strategies	
Interpersonal Listening/reading communication		identifying and using appropriate languag about your family	
	Speaking	clarifying or asking for clarification	
	Speaking	identifying and using appropriate language in a social situation (to greet, introduce, thank)	
Presentational communication	Writing	presenting information about your family to an audience	

Vocabulary	family grandfather grandmother father mother brother sister aunt uncle cousin wife husband wake up wash brush dress mix study	
Functions	Asking for and giving permission	
Structures	Have/have got; How many?; Can + subject + verb?	



grandfather father grandmother mother

brother sister

aunt uncle cousin

#### New objectives

To introduce family vocabulary and then to about family relationships, using possessive pronouns and apostrophe 's structures To introduce have got

To practise have got through examples of family relationships

#### Listen and read.

Look at this. Yasmina. It's my family photo album. This is a photo of my grandfather and grandmother.

Here are my mother and father.







his family tree.

This is a photo of Uncle Samir and Aunt Ghita.



And here are my cousins, Omar and Boushra.

### Look at Karim's family tree.



Mohamed Najah grandfather @



m. Fatima Mimouni grandmother



Samir uncle



m. Ghita aunt



Younes father



m. Leila mother









Karim

Aziza

My name is Karim Najah. This is my family tree.

Mohamed Najah is my grandfather. Fatima Mimouni is my grandmother. Their children are called Younes and Ghita. Younes is my father. Ghita is his sister. Ghita married Samir. They are my aunt and uncle. I have two cousins, Omar and Boushra. My mother's name is Leila and my sister's name is Aziza.

#### Write. Complete these sentences.

3 Listen to Karim talking about

- Karim's family name is Na Jah.
- Karim has a sister. Her name is \_\_\_\_\_. 2
- Boushra is Karim's \_\_\_\_\_. 3
- Boushra's brother is called \_\_\_\_\_
- 5 Samir and Ghita are

Karim's \_\_\_\_\_ and \_\_\_\_.

Younes is Karim's \_\_\_\_\_. Fatima is his \_\_\_\_\_.



S1: Who's that?

S2: It's Aziza. She's Karim's sister.

S2: Who's that?

S1: It's Younes. He's Karim's father.



6	Complete	these	sentences

- 1 My mother's sister is my
- 2 My father's mother is my \_\_\_\_\_\_.
- 3 My uncle's children are my \_\_\_\_\_
- 4 My mother's father is my \_\_\_\_\_.
- 5 My father's brother is my \_\_\_\_

#### Speak. Practise with a friend.

I have got two sisters.
I have got one sister and one brother.

Speak. Talk about your family. Practise with a friend.



#### New objectives

To introduce *How many ...?* To ask and answer questions about the family, including questions with *How many...* 

#### 8 Listen and answer.

Jamal has got one	•
Jamal and Kenza have got s	even
They have got six	and fourteen
Abdelaziz has got	
and	
Latifa has got	and
brother.	

How many brothers have you got? How many sisters have you got? How many aunts have you got? How many uncles have you got? How many cousins have you got? What's your father's name? What's your mother's name?

#### 10 Now write about your friend's family.

My friend Mohamed has got two sisters, Naïma and Nora. They have got two aunts and three uncles. They have got five cousins. Mohamed's father has got one sister and one brother and his mother has got two brothers. Mohamed has got one grand father and two grandmothers.

How many ...?
I have got ...
You have got ...
He / She / It has got ...
We have got ...
They have got ...

#### REMEMBER!

How many brothers have you got?
I have got a mother and a father.
You have got two sisters and one brother.
He / She has got seven cousins.
We have got two grandmothers and two grandfathers.
They have got three aunts and three uncles.

Read.



wife son

husband daughter

Hello, Mary. This is my husband, Younes.

And this is our son, Karim, and our daughter, Aziza. Hello, Karim. Hello, Aziza. It's nice to meet you.

#### 12 Speak. Complete the sentences.



Hello, Younes.

This is He is Leila's



This is She is Younes's .



This is He is Younes and Leila's \_\_\_\_\_.



This is She is Younes and Leila's \_\_\_\_.

#### Write. Match the sentences. Complete the speech bubbles.

Can I have an ice cream, please? Can we play football? Can they stay for dinner?

Yes, you can. No, you can't. Yes, they can.



New objective

To ask for and grant permission using Can ...?

Hello, Youssef. This is my wife, Amina. Hello, Amina. Nice to meet you.



Can + subject + verb ...? Yes, you/he/she/they can. No, you/he/she/they can't.

Read and listen. Can they come in? No, they can't. Can I watch TV, Mum? Yes, you can.



Verbs in the third person singular. Verb ending is: A consonant add 's'

A vowel or a 'y' following a vowel add 's'
'y' following a consonant change 'y' to 'i' and add 'es'
'x', 'ch', 'sh' or 's' 'es'

#### New objective

To talk about daily activities with a focus on the third person singular and the addition of s or es according to the spelling of the verb

#### 15 Listen to Karim's daily routine. Fill in the verb endings.











Karim wakes up at 7 o'clock. He brush his teeth and wash his face. He eat breakfast with his family. He go to school by bus. He meet his friends.







After school, Karim walk\_\_ home. He sometimes shop\_\_ with his mother. Karim carry \_\_ her bags. Karim also play\_\_ computer games. He enjoy\_\_ playing computer games.









At the weekends, Karim sometimes fix his bike!

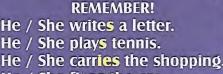
In the evening, Karim do\_\_ his homework. Then, he watch\_\_ television. Karim take\_\_ off his clothes at 10 o'clock. He set\_\_ his alarm for 7 o'clock then go\_\_ to sleep.

#### Write. Use the following verbs and write about Saïd.

wash	mix	study
dress	visit	play

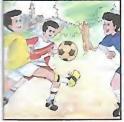
Saïd washes his father's car.





He / She fixes the car. He / She watches television.

He / She presses the button.



\_\_\_\_ football with his cousins.



his aunt and uncle.



his computer.



his brother.



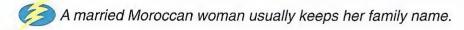
the ingredients.

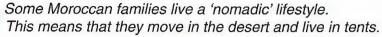


#### Do you know about ... Moroccan traditions?







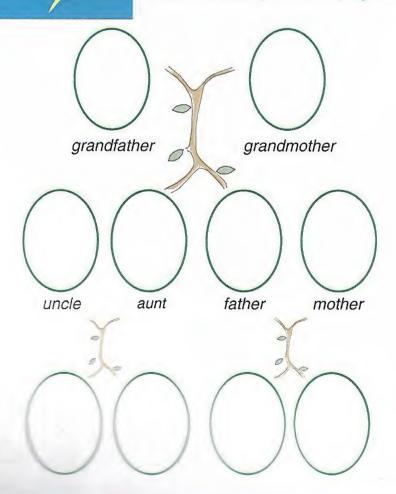






**Project:** My family

Draw your own family tree.
Use the family tree on page 36 to help you.



# Unit 6

# Where we live

#### **Competency Development**

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening	identifying the general idea(s) of spoken text (listening for gist); identifying specific points in spoken texts (Selecting and rejecting strategies)
	Reading	Identifying the general idea(s) of a written text (skimming); identifying specific points in a written text (scanning); identifying specific information in a text (reading for detail)
Presentational communication	Speaking	speaking clearly, using correct pronunciation and intonation about someone's house
	Writing	presenting information about your home to an audience in writing

Vocabulary	flat house city garden lift countryside balcony courtyard storey floor ground garage farm animals bedroom bathroom living room dining room kitchen laundry room
Functions	Describing places
Structures	There is/isn't; There are/aren't; Some/any









There is ...
There are ...
Is there ...?
Are there ...?

Yes, there is. / No, there isn't. Yes, there are. / No, there aren't.

#### 1 Listen and read.

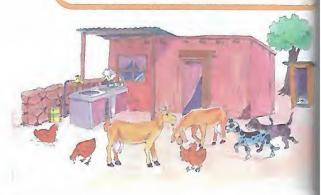


My name's Salim. I live in a flat with my family. Our flat is in the city. There's a balcony but there isn't a courtyard. There are four storeys. We live on the first floor. There's a lift in the building. There isn't a garage.

#### New objectives

To introduce vocabulary related to house and home
To introduce there is light and there

To introduce there is/isn't and there are/aren't and use the structure to describe where one lives



My Grandpa and Grandma live on a farm. Their house is in the countryside. There is only one storey There are some fields and there are lots of animals

NOTE! There is = there's isn't = is not aren't = are not

Write. Answer true or false. Tick the bo	xes.
--	------

<b>√</b>	1	Salim lives in the city.
	2	There is a courtyard at his flat.
	3	There is a lift in the building.
Write Am	01	way the guartians

3 Wri	te. Answe	er the q	uestions.
-------	-----------	----------	-----------

1 Is there a garage at Salim's flat?2 Are there animals at Grandma and Grandpa's house?3 Is there a courtyard at Salim's house?

4 Are there two storeys at Grandma and Grandpa's house?

#### 4 Speak. Practise with a friend.

S1: Is there a balcony at Salim's flat?

S2: Yes, there is.

S2: Are there two storeys at Grandpa's house?

S1: No, there aren't.

#### No, there isn't.

4 There is a balcony at his flat.

5 There is a garage at Grandpa's house.

6 There are lots of animals at Grandpa's hou

\_\_\_\_

#### REMEMBER!

There is a balcony.
There isn't a garden.
Is there a garage?
Yes, there is. / No, there isn't.
Are there animals in the courtyar
Yes, there are. / No, there aren't.

#### 5 Write. Where do you live?

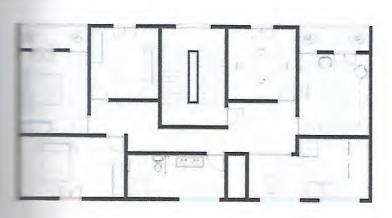
l live in There is a	and	There isn't
----------------------	-----	-------------

ting room droom dining room laundry room kitchen bathroom

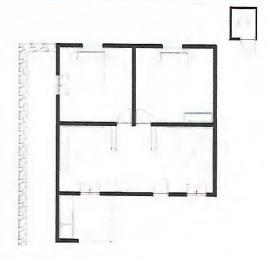
#### New objective

To identify the names of the rooms in a house and use them to communicate with classmates





is modern. It's quite big. There are three bedrooms, with toilet and shower, a living room, a large and a laundry room. There is electricity, gas and there is even an air conditioner.



My Grandpa's house is old. It's quite small. There are two bedrooms and a living room. There isn't a bathroom but there is a toilet outside. The kitchen is outside too. There isn't any electricity. There is a well for water.

#### Label the rooms.













moom.

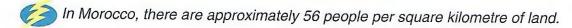
#### Listen. Complete the sentences.

- In Salim's flat, there are three \_\_\_\_\_.
- In Salim's flat, there is a large \_\_\_\_\_.
- 3 In Grandpa's house, there are two \_\_\_\_\_\_.
- In Grandpa's house, there is a \_\_\_\_\_ and a \_\_\_\_ outside.
- 5 In Grandpa's house, there isn't any \_\_\_\_\_.

#### Speak. Talk about your house. Work with a friend.

- S1: In my house, there are two bedrooms. There is a living room and a kitchen. There is also a bathroom but there isn't a garage.
- In my house, there is a kitchen and a bathroom. There is also a living room and three bedrooms. There is a garden.







Approximately 1,220,000 people live in Rabat.

Approximately 564,000 people live in Fez.

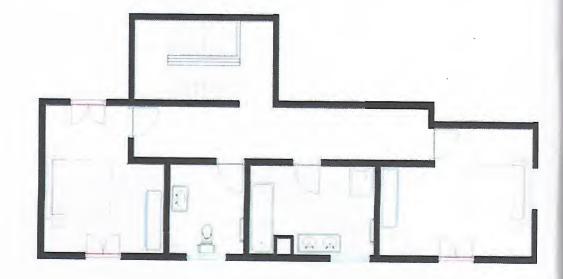








Draw a plan of your house. Label the rooms and say what furniture is in each room.



## Review 3

Listen and complete the dialogue. (6 Points)

What \_\_\_\_\_ you do in the morning? I \_\_\_\_\_ to school.

What \_\_\_\_\_ your father do? He \_\_\_\_\_ to work.

What do you play in the afternoon? I \_\_\_\_\_ football.

What does your sister play? She \_\_\_\_\_ tennis.



1					f	a	1	K	0	7(
2	h	M	D	f	a	M	d			
3					m	0	t	4	e	51
4		<u></u>		W	1	14	0			
5		u	M	C	P	ě				
					et de		•			

6			a	u	M	t									
7					g	R	a	M	d	1	a	1	1	0	71
8		S	i	0	t	e	I			3		•			
9	b	M	0	t	K	0	R								

- This is my .... He is married to my mother.
- 2 My father is my mother's ....
- 3 My ... is married to my father.
- 4 She is my father's ....
- 5 My ... is my father's brother.

- 6 His wife is my ....
- 7 My father's father is my ....
- 8 My aunt is my mother's ....
- 9 My father's ... is my uncle.
- 10 The hidden phrase is \_\_\_\_\_

#### Write questions using Can I...? (5 Points)

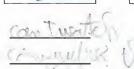


Can I play football?



san I Waldity











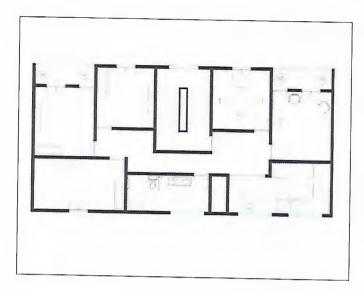
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Contage

4 Label the rooms on the plan.

(5 Points)

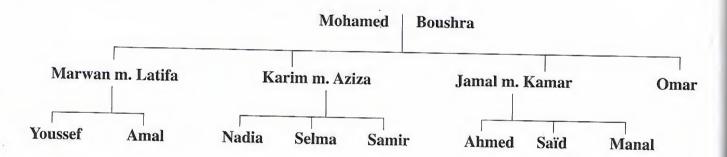


5 Complete the sentences using *There is* or *There are*.

(10 Points)

- 1 \_\_\_\_\_ a shower in the bathroom.
- 2 \_\_\_\_\_ towels in the bathroom.
- 3 \_\_\_\_\_\_ a refrigerator in the kitchen.
- 4 \_\_\_\_\_ a television in the living room.
- 5 \_\_\_\_\_ pictures on the walls.
- 6 \_\_\_\_\_\_ a computer on the desk.
- 7 \_\_\_\_\_ an armchair in the living room.
- 8 a garage outside.
- 9 \_\_\_\_\_ saucepans in the cupboard.
- 10 \_\_\_\_\_ a washing machine in the kitcher

6 Look at this family tree. You are Saïd. Complete the sentences. (14 Points)



- 1 My grandfather's name is \_\_\_\_\_.
- 2 I have got \_\_\_\_ uncles.
- 3 I have got two \_\_\_\_\_.
- 4 My \_\_\_\_\_ is called Ahmed.
- 5 I have got five \_\_\_\_\_.
- 6 Uncle Omar isn't \_\_\_\_\_.
- 7 My father is called \_\_\_\_\_.

- 8 Latifa is Marwan's \_\_\_\_\_.
- 9 Samir has got two \_\_\_\_\_.
- 10 Kamar's mother is called \_\_\_\_\_.
- 11 Karim has got \_\_\_\_\_\_ brothers.
- 12 Nadia has got \_\_\_\_\_ brother and \_\_\_\_
- 13 \_\_\_\_\_ has got two brothers.
- 14 Jamal and Kamar have got three \_\_\_\_\_.

# Unit 7

# Transport

#### **Competency Development**

Competency	Focussed skill	Sub-skills and strategies
Interpretative Listening / reading communication		identifying and responding to appropriate language of time and means of transport
	Listening	identifying and using appropriate classroom language
Presentational communication	Writing / speaking	presenting the results of a survey about means of transport through a poster to an audience of listeners

Vocabulary	transport work shopping meet start bus taxi train car bike helicopter boat aeroplane truck donkey market station get up go to bed always usually often sometimes seldom never
Functions	Talking about habitual actions; Asking for and giving the time
Structures	Adverbs of frequency: always, usually, often, sometimes, seldom, never









seven o'clock.

Read. Match the clocks to the people.

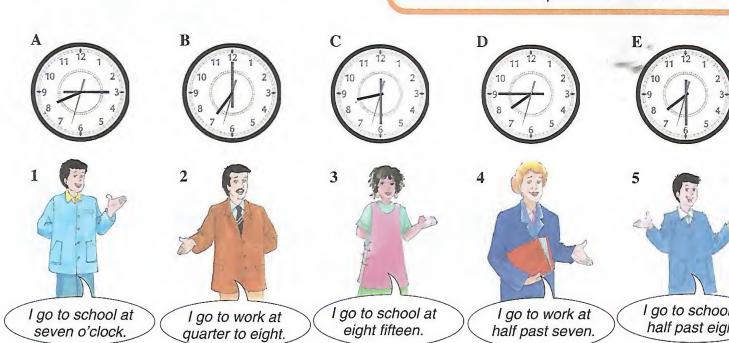
#### New objectives

To introduce and practise telling the time To draw awareness to different ways of saying same thing

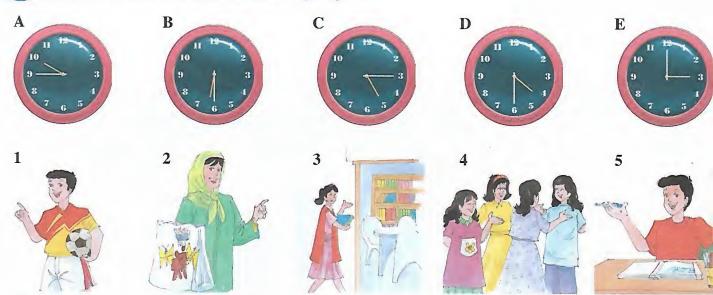
To ask and answer questions with What time .

half past seven.

half past eigi



#### Listen. Match the clocks to the people.



eight fifteen.

#### 3 Speak. Practise with a friend.

S1: What time do you go to school?

S2: I go to school at eight o'clock.

S1: What time does your father go to work?

S2: He goes to work at six forty-five.

#### What time is it?



W's ten past four.
W's four ten.



It's ten to twelve. It's eleven fifty.

#### New objective

To introduce and talk about different means of transport

#### Speak. Say what time it is. Practise with a partner.



S1: What time is it? S2: It's six fifty.

S1: It's ten to seven.





to ... by bus.

You go to ... by taxi. He / She goes to ... by train.

We go to ... by car. They go to ... by bike.

#### Match the words with the pictures.

bus train taxi car bike donkey helicopter









aeroplane









#### Listen to Hassan. Tick the correct sentences.

- 1 Hassan goes to school by bus.
- ☐ 4 □ 5
- Hassan's mother goes to the shopping centre by taxi.
- Hassan's sister goes to school by bus.
- ☐ 5 Hassan's grandfather goes to the market by truck.
- Hassan's father goes to work on a donkey.
- Hassan's cousins go on holiday by aeroplane.

#### What time do you ...? How do you ...?

#### Write. Complete the sentences.

What time do you get up?

What time do you leave home?

How do you get to the train station?

How do you go to work?

What time does the train leave?

#### New objective

To introduce adverbs of frequency an use them to talk about daily routines

I get up at twenty-five past six.

I leave home at \_\_\_\_\_

I \_\_\_\_\_ to the train station.

I go to work by \_\_\_\_\_.

The train leaves at \_\_\_\_\_\_.







REMEMBER! What time is it? It's quarter past four. It's ten to five. What time do you get up? I get up at six fifteen. How do you go to school? I go to school by bus. How does your father go to wo He goes to work by car.



#### Speak. Ask and answer. Practise with a friend.

S1: What time do you get up?

S2: I get up at ....

S1: How do you go to school?

S2: I go to school by ...

100%

always usually often [all the time] [most of the time] [a lot of the time] [some of the time] [not much of the time] [no time]

sometimes

seldom

never

9 Read.

Hassan always goes to school by bus.

Hassan's sister usually goes to the library by bike.

Hassan's mother often goes to the shopping centre by taxi.

Hassan's father sometimes goes to work by train.

Hassan's cousins seldom go to school by bike.

Hassan's grandfather never goes to the market by taxi.

#### Write. Look at the pictures and complete the sentences.

#### New objective

To express when and how you travel

	Hassan	Hassan's	mother	Hassan's father
Monday	O PO	Control of the Contro		
Tuesday	<b>8</b>	a o		
Wednesday	O VO	Para Contraction of the Contract	<b>5</b>	O O
Thursday	0 to			
Friday	O PO			
<ul><li>2 Hassan</li><li>3 Hassan</li><li>1 Speak</li><li>S1: I ne</li></ul>	never goes to school by bus. He 's mother goes to the re's father goes to work  Practise with a friend.  Ever go to school by bus. I sometication go to school by bike. I often	narket by bus. She by bike. He	goes by	·
2 Listen	. Tick the correct sentence	es. 13	Write abou	t yourself and your fami
□ 1	Amine always goes to school by	bike.	I'm I g	go to school by
□ 2	Manal sometimes goes to the library	ary by bike.	I never go by	My father goes by
□ 3	Omar often goes to football pract	tice by taxi.	My mother	. goes by
<b>4</b>	Ahmed never walks to football p	ractice.		

Leila always visits her cousins by aeroplane.

Nora and Naïma usually visit their grandfather on a donkey.

#### Do you know about ... travelling?



There are 57,920 kilometres of roads in Morocco.



There are 1,907 kilometres of railway track in Morocco.



It is compulsory to wear a helmet when you are riding a motorbike.



Small taxis are a different colour in each large city. They are red in Casablanca and blue in Rabat.







#### **Project: Transport**

Make a chart and tick the modes of transport you see each day for one week.
Then make a poster showing your results.

#### **Transport Spotter**

	Bus	Bike	Car	Taxi	Donkey	Plane	Helicopter	Train	Truck
Monday	~	~	~						~
Tuesday	~	~	~	~		~			
Wednesday	~	~	~		~			~	
Thursday		~	~						
Friday	~	~	~			~			
Saturday	~		~	~		V			
Sunday		~	_		~				



I saw a car every day.

I saw a donkey on Wednesday and Sunday.

I didn't see a helicopter.

I saw a bus on Monday, Tuesday, Wednesday, Friday and Saturday.



# Unit 8 Hobies

#### **Competency Development**

Competency	Focussed skill	Sub-skills and strategies
Interpersonal communication	Listening / speaking	asking and answering questions about hobbies orally and in writing
Interpretative communication	Speaking Reading	clarifying or asking for clarification about hobbies interpreting information about your peers' hobbies
Presentational communication	Writing	presenting the results of a class survey about hobbies to the whole class

Vocabulary	draw read paint write brush wash use eat wait guitar piano
Functions	Expressing likes and dislikes; talking about leisure activities
Structures	Present continuous (affirmative, negative, interrogative); I like/don't like + gerund (affirmative, negative, interrogative)









What are you doing? What is he/she doing? What are they doing?

You are ... + ing
He/She/It is ... + ing
We are ... + ing
They are ... + ing

#### New objective

To introduce the present continuous tense and to describe actions taking place at the time of speaking using the target tense

1 Read.





I am painting. He is writing.



We are watching television.



They are playing the piano.



Speak. Say what these people are doing.











3 Speak. Practise with a friend.

S1: What is Salim doing?

S2: What is Susan doing?

S2: He is listening to music.

S1: She is playing computer games.

S1: What are Kamar and Selma doin.

S2: They are shopping.

Write. What are these people doing?



Manal is brushing her hair.



Saïd \_\_\_\_\_\_his bicycle.



Mr and Mrs Tazi dinner.



Ahmed \_\_\_\_\_his homework.

6 Act and speak.

I am reading. I am playing football.

6 Listen. Match the activities to the people.

#### New objective

To ask and answer questions about actions taking place at the time of speaking, using the present continuous tense

























**Lee you ... + ing ...?** 

**he/she/it** ... + ing ...?

\*\*\* they ... + ing ...?

Yes, I am.
No, I'm not.
Yes, he/she/it is.
No, he/she/it isn't.
Yes, they are.
No, they aren't.

REMEMBER!

I am writing.
You are painting.
He/She/It is eating.
We are playing football.
They are watching television.
What are you doing?
I am doing my homework.
We are listening to music.
What are they doing?

They are going shopping.



Speak. Practise with a friend.





S1: Is Tariq listening to music?

S2: No, he isn't. He's reading.



S1: Is Mohamed playing his guitar?

S2: Yes, he is.

S2: Are Mr and Mrs White eating breakfast?

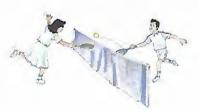
S1: No, they aren't. They're washing the car.

#### 8 Speak. Practise with a friend.

#### New objective

To express likes and dislikes using gerund





- 1 Is Aziza playing computer games? Yes, she is.
- 2 \_\_\_ Selma and Salim \_\_\_\_ the guitar?





- 3 \_\_\_ Ben \_\_\_\_ to music?
- 4 \_\_\_ Mr and Mrs Rakib \_\_\_\_ television?

#### Write. What are they doing?





- 1 Jamal is drinking a glass of milk.
- 2 Nadia \_\_\_\_\_





- 3 Tom \_\_\_\_\_
- 4 Simon and Ben

I like ... + ing.
You like ... + ing.
He/She/It likes ... + ing.
We like ... + ing.
They like ... + ing.

I don't like ... + ing. You don't like ... + ing. He/She/It doesn't like ... + ing. We don't like ... + ing. They don't like ... + ing.

#### REMEMBER!

Are you watching television? Yes, I am.

No, I'm not. I'm listening to music. Is he/she/it eating dinner? Yes, he/she/it is. No, he/she/it isn He/She/It is drinking.

Are they going to the market?
Yes, they are. / No, they aren't.
They're visiting their grandparents.

#### 10 Write. Complete the sentences.













- 1 I like using (use) my computer.
- 2 We don't like playing (play) football
  - They \_\_\_\_\_ (shop) at the market.
- 4 She \_\_\_\_\_ (brush) her hair.
- 5 He \_\_\_\_\_ (watch) television.
- 6 They \_\_\_\_\_ (wait) for the bus.

1	Liste	n. Tick the correct sentences.	New objectives
	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6	Fatima likes going to school.  Najib doesn't like doing his homework.  Abdelaziz and Abdellatif like playing football.  Jamal doesn't like eating couscous.  Nadia and Nora don't like listening to music.  Jenny and Susan like watching television.	To speak about likes and dislikes through questions and answers To practise transferring data to a chart To use data as a prompt for speaking

2 Speak. Say what you like and don't like doing. Practise with a friend.

S1: I like playing football, but I don't like listening to music.

S2: I don't like going to the market, but I like visiting my grandparents.

you like ... + ing?
he/she/it like ... +ing?
they like ... + ing?

Ye Ye Ye

Yes, I do. / No, I don't. Yes, he/she/it does. / No, he/she/it doesn't. Yes, they do. / No, they don't.

Speak. Practise with a friend.

S1: Do you like ...? S2: Yes, I do. / No, I don't. S2: Do you like ...? S1: Yes, I do. / No, I don't.

Write. Do a survey. Ask four friends what they like.

Do you like ...?

Your friends		d'é	

15 Speak. Tell the class what your friends like and don't like.

#### Do you know about ... sporting adventures?





60% of Moroccan families own a television set.



There are 3.1 million televisions in Morocco.



There are 2 television stations in Morocco.





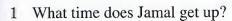


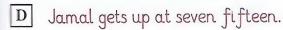
Do a class survey. Find out which hobbies your friends have and make a chart showing them.

	<b>O</b>	

# Review 4

#### Listen and match. Then write the sentences. (10 Points)





2 What time do Jamal and Mohamed eat their breakfast?



3 What time does Mrs Tazi go to the market?

4 What time does Latifa have her lunch?

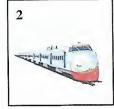
5 What time does Jamal do his homework?

6 What time does Jamal go to bed?

# 

#### Write. How do they travel? (10 Points)







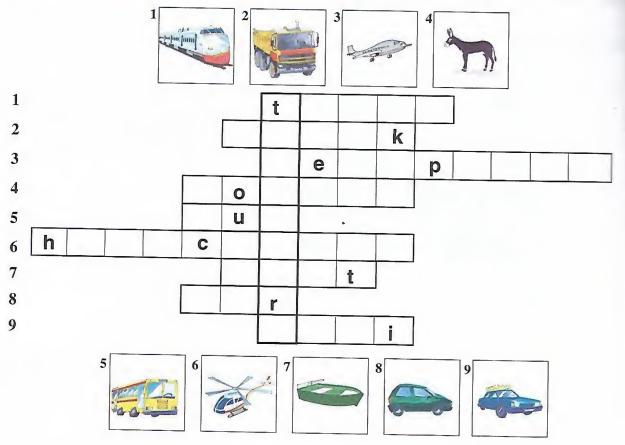






- Marwan travels by bike.
- 2 Mr Samadi \_\_\_\_\_\_.
- 3 Omar \_\_\_\_\_\_.
- 4 Mr and Mrs Mimouni \_\_\_\_\_.
- 5 Uncle Abdelaziz \_\_\_\_\_\_
- 6 Grandfather \_\_\_\_\_\_.

#### 3 Look at the pictures. Complete the word grid and find the hidden word.



#### 4 Look at the table and complete the sentences. (20 Points)

Monday		Tuesday		Wednesday		Thursday		Frida	
7.20	bus	7.20	bus	7.20	bus	7.20	bus	7.20	1 5
8.15	car	8.15	car	8.15	car	8.15	taxi	8.15	
6.45	bike	6.45	bike	6.45	bike	7.10	car		-
9.25	bus	9.25	bus	9.25	bus	9.25			5
5.00	train	4.45	train	5.00	train	6.30	taxi	7.35	1
	7.20 8.15 6.45 9.25	7.20 bus  8.15 car  6.45 bike  9.25 bus	7.20 bus 7.20 8.15 car 8.15 6.45 bike 6.45 9.25 bus 9.25	7.20         bus         7.20         bus           8.15         car         8.15         car           6.45         bike         6.45         bike           9.25         bus         9.25         bus	7.20         bus         7.20         bus         7.20           8.15         car         8.15         car         8.15           6.45         bike         6.45         bike         6.45           9.25         bus         9.25         bus         9.25	7.20 bus 7.20 bus 7.20 bus  8.15 car 8.15 car 8.15 car  6.45 bike 6.45 bike 6.45 bike  9.25 bus 9.25 bus 9.25 bus	7.20 bus 7.20 bus 7.20 bus 7.20  8.15 car 8.15 car 8.15 car 8.15  6.45 bike 6.45 bike 6.45 bike 7.10  9.25 bus 9.25 bus 9.25 bus 9.25	7.20 bus 7.20 bus 7.20 bus 7.20 bus 8.15 car 8.15 car 8.15 car 8.15 taxi 6.45 bike 6.45 bike 6.45 bike 7.10 car 9.25 bus 9.25 bus 9.25 bus 9.25 bus	7.20 bus 7.20 bus 7.20 bus 7.20 bus 7.20 bus 7.20  8.15 car 8.15 car 8.15 car 8.15 taxi 8.15  6.45 bike 6.45 bike 6.45 bike 7.10 car 7.10  9.25 bus 9.25 bus 9.25 bus 9.25 bus 9.25

Je	IIIICII	5.00	паш	4.45	train	5.00	train	6.30	taxi	7.35	m
	1 Hassan always leaves at twenty past seven. He always goes by bus.										
						He			·		
						goes					
3						Не		oy bike. He		goes l	nv 🖘
4	Salim		goes by	taxi. He		goes by He			leaves at		
	Не	g	oes by car	:							
5	Jamal goes by train. He			e	goes by taxi. He			leaves at five o'clock			
	Не		leaves at h	alf past fiv	e.						

Total: 50 Point

# Unit 9

# Sport

#### **Competency Development**

Competency	Focussed skill	Sub-skills and strategies	
Interpretative communication			
	Reading	interpreting the language functions expressing obligation and prohibition	
Interpersonal communication	Listening / speaking	identifying and responding appropriately to the language functions expressing obligation and prohibition, likes and dislikes and ability	
Presentational communication	Writing	presenting an itinerary and a description of an adventure holiday including the sports you do during this holiday to an audience of listeners/readers	

Vocabulary	athletics football tennis swimming boxing basketball cycling badminton skiing hockey running wear lose dive pool helmet score		
Functions	Obligation; talking about ability		
Structures	Can/Can't (ability)(affirmative, negative, interrogative);  Must (affirmative and negative)		









#### Write. Label the sports.

athletics football tennis swimming boxing basketball cycling badminton skiing hockey

#### **New objectives**

To identify and use vocabulary related to sports
To communicate orally with other students using likes and dislikes applied to sports





















Do you like + noun? Does he/she/it like + noun? Do they like + noun? Yes, I do. / No, I don't. Yes, he/she/it does. / No, he/she/it doesn't. Yes, they do. / No, they don't.

#### 2 Speak. Ask and answer. Practise with a friend.

S1: Do you like running?

S2: Yes, I do.

S2: Do you like tennis?

S1: No I don't. I like ...

S1: Do Hassan and Omar like football?

S2: No, they don't. They like ....

#### 3

#### Listen. Tick the sports you hear.













I can/can't .... He/She it can/can't .... We can/can't ....

You can/can't ... They can/can't ....

Read.



Do you like swimming? No, I don't. Can you swim? No, I can't.



Do you like tennis? Yes, I do. Can you play tennis? No, I can't.

#### New objective

To identify and use can and can't to express ability/inability



Can you play football? Yes, I can. But my friends can't.

#### Speak. Ask about the sports. Practise with a friend.

S1: Do you like running?

S2: Yes, I do. / No, I don't.

S1: Can you run?

S2: Yes, I can. / No, I can't.







#### Listen. Tick the sports each person can do. Put a cross next to the ones they can't.

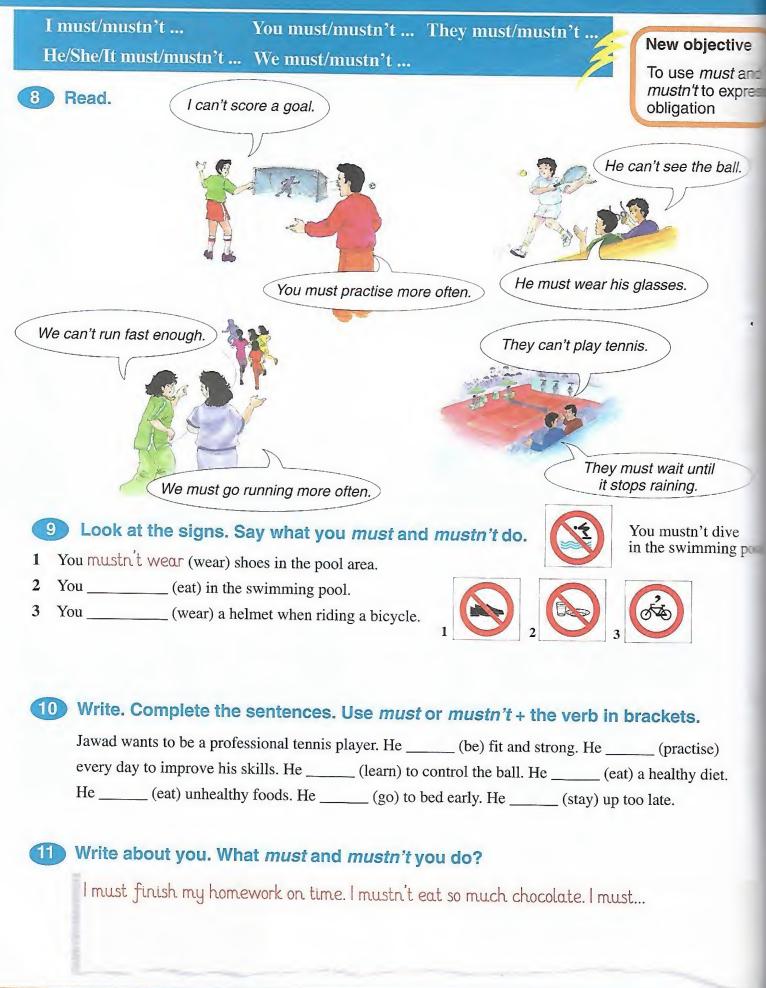
	Tennis	Basketball	Table tennis	Football
Naïma	1	X		
Karim				
Jamal				
Nora	1	1		

Speak. Say what sports each person can and can't do. Practise with a friend.

> Naïma and Nora can play tennis. They can't play basketball.



REMEMBER! I can swim. I can't play tennis. You can run. You can't ride a horse. He/She/It can play football He/She/It can't ride a bike. We can do judo. We can't play squash.



New objective

To identify the difference between can

(obligation)

(ability) and must

Listell to	Philip and	complete	the s	entences.
Tick the c	orrect ans	swers.		

1	Phili	p	plays football every day.
	a		always
	b		usually
	С		never

3	Phil	ip		practise hard.
	a		can	
	b		must	

☐ can't 5 Philip \_\_\_\_\_ eats junk food.

often a

sometimes

c never

2 He can't play today because

he's training.

it's raining.

☐ it's Sunday.

4 Philip's sister \_\_\_\_\_ play football well.

can

b must

an't

REMEMBER!

I must wear a helmet. We mustn't run near the pool.

You mustn't eat unhealthy food. He/She must try to score a goal. They must drink enough water.

Speak. Abdellatif Mimouni is a Moroccan tennis player. Read this interview with a partner.

Hello, Mr Mimouni.

Hello.

Do you play tennis every day?

Yes, I usually do. I must practise every day to improve and stay fit.

Why do you like tennis so much?

I like tennis because I'm good at it! I can play well.

That's true. When's your next match?

Well, I mustn't play for two weeks because I've hurt my arm.

Oh dear. Tell me, what can you eat?

I must only eat healthy food. I mustn't eat unhealthy food.

I like eating unhealthy food, but I can't play tennis if I'm unhealthy!



#### Do you know about ... sporting adventures?



There are 16 golf courses in Morocco.



In the Atlas Mountains, you can go skiing, hiking, trekking, rock climbing, camel riding and camping.



Every year, the Paris-Dakar rally passes through Morocco. This is a race across the Sahara desert.









You are going on an adventure holiday in the Atlas Mountain Work with a group of friends and make an itinerary. Include lots of sports and illustrate your itinerary. Suggest what foo and clothing you would need to take with you.



Day 1: hike to camp site



Day 2: pony trekking



Day 3: skiing



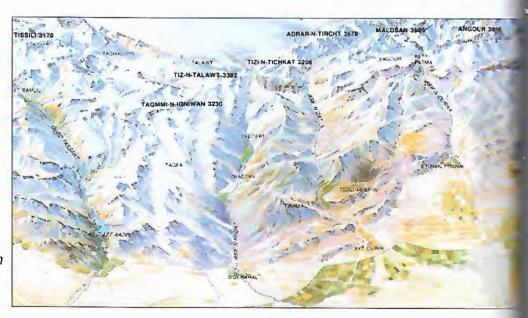
Day 4: rock climbing



Day 5: free day



Day 6: tennis competition



# Unit 10

# Holidays

#### **Competency Development**

Competency	Focussed skill	Sub-skills and strategies	
Interpretative communication	Listening	identifying specific information about a holiday from a spoken text	
	Reading	identifying specific information about a holiday from a written text	
Presentational communication	Writing / speaking	presenting the holiday you have planned for you and your family to an audience of listeners or readers	
	Speaking	speaking clearly about your future holida	
maayseen 1995 (Companies VIII) (Companie	Speaking	speaking clearly about the weather	
	Writing	writing a short text about your future holiday	

Vocabulary	months seasons dates seaside crowds hotel beach climb sunny raining cold windy foggy cloudy snowing
Functions	Talking about future plans and the weather
Structures Expressing dates; going to; would like	









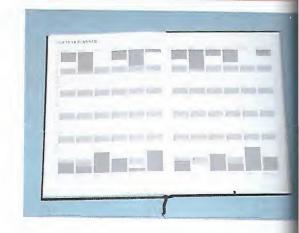
January February March April May June

July August September October November December

#### Match. Then say the dates.

#### New objectives

To introduce vocabulary related to months and seasons
To read and answer questions about different holidays



#### 2 Write. Match the months to the seasons.



**Spring** 

March



Summer



Autumn



Winter

#### 3 Read.



Pierre Martin takes his holiday in winter. He goes skiing in January or February. Mr and Mrs Ibrahimi like the countryside in spring. They go on a walking holiday in April or May.



The Aouita family like swimming. They take their holiday in summer. They go to the seaside in July or August.





Grandpa and Grandma doulike crowds. They take the holiday in autumn. They sat a seaside hotel in September 1985.

#### Write. True or false? New objective To talk about future plans using Pierre Martin goes skiing in winter. $\sqcap 1$ going to He usually goes in March. $\square$ 2 Mr and Mrs Ibrahimi like the countryside in summer. $\square$ 3 They go walking in the mountains. $\Box$ 4 The Aouita family go to the countryside in winter. 5 The Aouita family do not like swimming. 6 Grandpa and Grandma like crowds. Of course we are, Latifa. They go on holiday in September. We always have a holiday in summer. Listen and read. Daddy, are we going to have a holiday this year? No. Noureddine. we're not going to visit Grandpa this year. He's going to come Where are we going to go? on holiday with us. We're all going to fly to Spain. We're going to book a hotel and stav We're going to stay on Grandpa's farm, aren't we? by the sea. We always stay with Grandpa in August.

#### Write. Complete the sentences using the correct verb form.

- 1 The Rakib family are going to have (have) a summer holiday.
- 2 They \_\_\_\_\_ (go) to Spain this year.
- They \_\_\_\_\_ (book) a hotel.
- 4 They \_\_\_\_\_ (not visit) Grandpa's farm.
- 5 Grandpa \_\_\_\_\_ (go) with them.
- 6 They \_\_\_\_\_ (stay) by the sea.

I am going to have ... You are going to stay ... He/She is going to visit ... We are going to book ... They are going to see ...

#### Speak. Complete the dialogue and practise with a friend.



Are we going to go by aeroplane?

Yes, we are going to fly (fly) over the mountains.

Are we \_\_\_\_\_\_ (see) lots of beautiful sites?

Yes, and we \_\_\_\_\_ (swim) in the sea every day.

We \_\_\_\_\_ (eat) lots of good Spanish food.

And we \_\_\_\_\_ (have) ice cream every day!

8 Listen. Match the people with the holidays. Write the names under the pictures.

#### New objective

To consolidate the use of the target structure (going to) through descriptions of holiday plant

Aziza

Ben

Nadia

Mehdi









9 Listen again. Say whether these sentences are true or false. Correct the false sentences.

- 1 Ben is going to visit his friend in Morocco.
- 2 Nadia is going to go to Spain.
- 3 Nadia is going to stay in a house on the beach.
- 4 Mehdi is not going to have a holiday this year.
- 5 Mehdi is going to go skiing in France.
- 6 Aziza is going to go on holiday to France.
- 7 Aziza is going to stay in a house in the countryside.

#### **REMEMBER!**

I'm going to go to Morocco.
You're going to fly to Spain.
He/She is going to eat Spanish for We are going to swim in the sea.
They are going to visit their friend.

- 10 Speak. Say where you are going to go on holiday. You can make up the details. Practise with a partner.
  - S1: Where are you going to go on holiday?
  - S2: I'm going to go to Spain. I'm going to visit my friend. I'm going to swim in the sea.
- Write. Look at the photos. Choose one of the holiday venues below and write what you are going to do.



London, England Visit Buckingham Palace Go on London Eye



Paris, France Climb Eiffel Tower Eat snails



Cairo, Egypt Sail up Nile Visit pyramids



Fez, Morocco
See Karaouiyine mose
Go shopping in the

I'm going to go to England. I'm going to stay in London. I'm going to visit Buckingham Palace and I'm going to go on the London Eye.

#### Match the sentences to the pictures.

#### New objectives

To identify and use different adjectives related to the weather To practise the use of the target vocabulary items by transfering information from a chart

To ask and answer questions about the weather using time markers

It's raining.

It's foggy.



It's cold.

It's snowing.

It's windy.

It's cloudy.















#### Speak. Look at the weather listings and practise with a friend.

London	80 000	New York	-2°
Paris	10° 250	Nairobi	24°
Cairo	21°	Singapore	26°
Rabat	17°	Casablanca	20° @

S1: What's the weather like in London?

S2: It's raining and cold.S1: How about in Paris?S2: It's foggy and cold.

this morning

this afternoon

this evening

after lunch

at lunchtime



What are you going to do this morning, Marwan? What are you going to do this evening, Jack?

What are you going to do after lunch, Amine?

What are you going to do at lunchtime, Hassan?

I'm going to fly my kite because it's windy.

It's snowing, so I'm going to take some photographs.

It's sunny and warm, so I'm going to go to the beach.

It's cold and wet, so I'm going to stay at home and watch television.





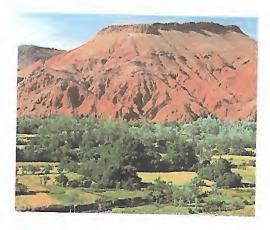




#### Do you know about ... holiday destinations?



About three million tourists visit Morocco every year. Some of the most popular tourist attractions are: The Atlas Mountains, D'jemaa el Fna square in Marrakesh, The Medina and the Kasbah of the Oudayas 🖻 Rabat and of course the beaches along the coast.









Plan a holiday for you and your family. You can go anywhere you want. Write about your plans.

#### You can include:



Where you are going to go.



How you are going to get there.



How long you are going to stay there.



Where you are going to stay.



What you are going to see and do when you're there.



What clothes you are going to take with you.



Mhat you are going to buy.



Anything else which you think is important.



### Review 5

- 1 Listen and say what the people are going to do and when. (10 Points)
  - 1 Mohamed is going to visit his grandparents on the twenty-second of March.
  - 2 Marwan \_\_\_\_\_ football on the \_\_\_\_\_
  - 3 Naïma \_\_\_\_\_ shopping on the \_\_\_\_\_.
  - 4 Abdelaziz \_\_\_\_\_ swimming on the \_\_\_\_\_.
  - 5 Latifa and Aziza \_\_\_\_\_ to Rabat on the \_\_\_\_
  - 6 Mr and Mrs Tazi \_\_\_\_\_ a hotel on the \_\_\_\_\_.
- 2 Name the sports. (10 Points)





















- 3 Complete these questions and answers. (10 Points)
  - 1 Do you like running?
  - 2 \_\_\_\_ he \_\_\_\_ badminton?
  - 3 \_\_\_\_ you \_\_\_\_ tennis?
  - 4 \_\_\_\_ you \_\_\_\_ football?
  - 5 \_\_\_\_ you \_\_\_\_ skiing?
  - 6 \_\_\_\_ we \_\_\_\_ walking?

- Yes, I do.
- × No,\_\_\_\_\_.
- **X** No, \_\_\_\_\_.
  - \_\_\_\_
- **X** No, \_\_\_\_\_.

# 4 Complete these statements and answers. (10 Points)

1	It's	333	raining. Can you play football?	×	
2	It's	433	Can you play table tennis?		Yes, we can
3	It's	3,000	Can Salim play badminton?		
4	It's	See Sign	Can Nora and Naïma go swimming?	×	
5	It's		Can you ski?	×	
6	It's	La	Can you fly your kite?		

# 5 Choose the best words to complete these statements. (6 Points)

1 I play tennis today because it's raining.	4 You go skiing next week because it isn't snowing.
<ul><li>a) must</li><li>b) can't</li></ul>	a) can't b) must
2 We eat in the swimming pool	5 We see the mountains because it's too for
<ul><li>a) must</li><li>b) mustn't</li></ul>	a) mustn't b) can't
3 They catch the bus at seven twenty every day.	6 He play football because he's broken his
a) must b) mustn't	a) mustn't b) can't

# 6 Complete these four sentences. You can make up the details. (4 Points)

1 I can	3 I must
2 I can't	4 I mustn't

# Unit 11

# You and your health

### **Competency Development**

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Reading	identifying the main idea(s) and supporting details in a text about health
	Reading / listening	identifying the uses of should/shouldn't in a warning notice/text
	Reading	identifying referents in a written text
Presentational communication	Speaking	speak appropriately about how you should keep healthy
	Writing	writing a letter asking for advice about a personal problem
	Writing / speaking	presenting a leaflet about the sources of water to an audience of readers

Vocabulary	happy safe lonely shy clean fire accident socket burn matches knives boil medicines disease filter
Functions	Asking for and giving advice; obligation
Structures	must/mustn't; should/shouldn't; object pronouns; this/these; that/those









I should ... You should ... He/She/It should ... We should ... They should ... I shouldn't ... You shouldn't ... He/She/It shouldn't ... We shouldn't ... They shouldn't ...

### New objective

To use *should* and *shouldn't* to offer advice, to reflect on how the are used

## 1 Read.

#### Health

To be happy, you should be healthy.

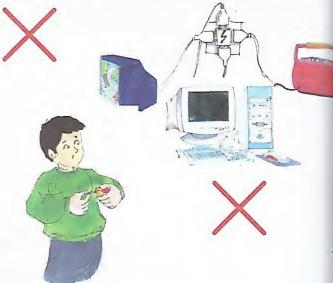
To be healthy, you should have certain things.

You should have a safe home.

You should have healthy food.

You should have clothes and shoes.

Millions of people don't have these things.
Millions of people live in the streets.
Millions of people are hungry.
Millions of people don't have good clothes or shoes.
To be healthy, you should have clean water.



## 2 Speak and discuss.

What other things should you have to be healthy? You should have proper medicine.

#### A safe home

Many accidents happen in the home.

Electricity is dangerous.

You shouldn't overload sockets.

Fires and boiling water can burn you.

You shouldn't let children play with many sharp knives can cut you.

You shouldn't leave knives out.

What other things shouldn't you do in your home You shouldn't leave toys on the floor.

## 3 Write. Complete these sentences with should or shouldn't.









- 1 You \_\_\_\_\_ drink clean water.
- 2 You \_\_\_\_\_ leave boiling pans of water unattended.
- 3 You \_\_\_\_\_ leave your front door open when you go out.
- 4 You \_\_\_\_\_ make sure that your house is clean.

4 Read.

To be healthy you shouldn't eat unhealthy food. You shouldn't eat junk food. What is junk food? Take a look!

Why do we call it junk food? It contains a lot of salt, fat and sugar. That's why it tastes so good! You shouldn't eat too much of it.

What should you eat? You should follow a balanced diet. You should eat fresh fruit and vegetables.

### New objective

Contrast the use of this/that/these/those











5 Look at these foods. Put them into the correct place in the table.













soft drinks

milk

french fries

vegetables

fish

chocolate cake

should have:		
shouldn't have:		

Listen and complete this article with should or shouldn't.

You	have water but you	drink dirty v	vater. Dirty water ca	n make you very sick
Every year,	thousands of children di	e from waterborne	e diseases. We	let this happen.
What	_ you do to have clean	water? You	_ filter it and you	boil it.

Write. Answer these questions.

Why should you drink clean water? You should drink clean water because dirty water can make you sick.

Why should you filter and boil water?

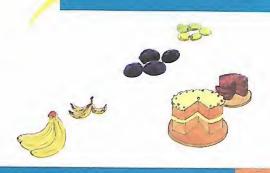
Why shouldn't you eat too much junk food?

Why should you make sure your house is safe?

this / that / these / those

Write. Complete these sentences.

- 1 These bananas are fresh. Those bananas are old.
- 2 \_\_\_\_\_ olives are black. \_\_\_\_\_ olives are green.
- 3 \_\_\_\_\_ cake is unhealthy. \_\_\_\_\_ cake is also unhealthy!



9 Read these letters and Aunt Agony's replies with her advice.

#### New objective

To practise letter-writing with the purpose of asking for and giving advice

Dear Aunt Agony
I am thirteen years old, and I
have lots of spots on my face.
I often use face creams, but
they don't help my spots. What
should I do?
I hope you can help.
Aziza

Dear Aziza

Thank you for your letter. I think you are suffering from acne. This is a common problem. This is what you should do. You should wash your face with soap and water. You shouldn't put face creams on your spots. You should eat a healthy, balanced diet. You shouldn't eat junk food. I hope this advice helps you. Aunt Agony

Dear Aunt Agony
I am very shy. I find it
difficult to make friends.
I am going to attend a new
school in September and I'm
very scared that people
won't like me and I'll be
lonely. Please tell me what
I can do.
Yours sincerely,
Jamal

Dear Jamal

self-confidence. You should try to talk to new people. You should start a conversation with someone. You shouldn't think that you are the only shy person at school. A lot of people are very shy. You should join a club where you all have a common interest. That way, you should be able to meet new people and make new friends.

Good luck at your new school.

Aunt Agony

## 10 Discuss.

What is Aziza's problem? What should she do? What shouldn't she do?

What is Jamal's problem? What should he do? What shouldn't he do?





### 11 Listen. Are these sentences true or false?

- 1 Tom likes maths.
- 2 He doesn't understand maths.
- 3 He should ask his brother for help.
- 4 He should study maths more often.
- 5 His brother is bad at maths.
- Write. Write a letter to Aunt Agony asking for advice.

  Swap with a friend and then write a reply offering advice on his/her problem.

# Read the article from Aunt Agony. Answer the questions.

#### New objective

To identify and use different object pronouns

- 1 Many people write to me. They ask me to advise them. Many letters are about health matters.
- <sup>2</sup> Health is important to us all. Ask me about simple problems and I can advise you. Ask me
- 3 about a serious problem and I advise you to consult a doctor.
- <sup>4</sup> In my reply to Aziza, I advise her to eat healthy food. Acne is a problem, but healthy living
- <sup>5</sup> can cure it. In my reply to Jamal, I suggest how he can make new friends.
- <sup>6</sup> It's common sense really.
- 1 me in line 1 refers to
  - a) Aunt Agony
  - b) Aziza
- 3 her in line 4 refers to
  - a) Aunt Agony
  - b) Aziza

- 2 them in line 1 refers to
  - a) people who write letters to Aunt Agony
  - b) letters to Aunt Agony
- 4 it in line 5 refers to
  - a) healthy living
  - b) acne
- Read the article again. Underline all the other object pronouns and say what or who they refer to.

15	Complete	this	passage	with	object	pronouns.
----	----------	------	---------	------	--------	-----------

am writing a letter to Aunt Agony. I am going to ask about smoking. My brother is only sixteen
but he smokes. I tell that he is harming himself but he doesn't listen to My mother
and I complain that the smoke is harming, too. We hate it. Passive smoking can harm
Millions of people smoke and it makes ill. Cancer and heart disease kill Smoking is a
terrible habit. Don't do!

#### EMEMBER!

- should drink lots of water.
- ou should make sure your home is safe.
- le/She shouldn't eat too much junk food.
- le shouldn't let children play with matches.
- they should boil and filter the water.

This water is clean. That water is dirty.

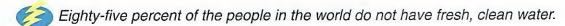
These children are healthy. Those children are unhealthy.

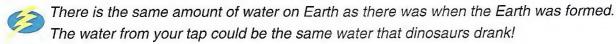
john often writes to me. He always asks how you are. I'm going to send him a photo of us and the children. He hasn't seen them for years.



# Do you know about ... water? 🥕







75% of your brain is water.

You can live for about a month without food, but only about a week without water.

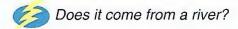






# Project: You and your health

Where does water come from? Look at the picture. Find out where your water comes from and write a leaflet.



Does it come from a lake?

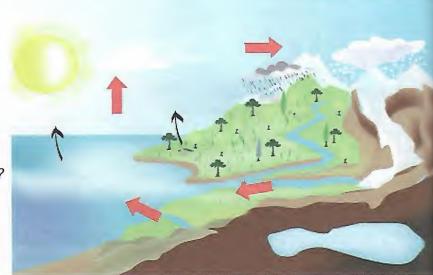
Does it come from a reservoir?

Does it come from the mountains?

Does it come from a treatment plant?

Is the water clean?

Can you drink it without boiling it?



# Unit 12

# Celebrations

### **Competency Development**

Competency	Focussed skill	Sub-skills and strategies
Cross-cultural communication	Speaking / reading	comparing local celebrations with those of other countries
Presentational communication	Writing	presenting a short text about your favourite celebration
	Writing	presenting captions about a journey
	Writing / speaking	presenting a poster about a celebration or festival to an audience of listeners or readers
Interpretative communication	Listening / reading	identifying specific information from a spoken/written text about a celebration
Interpersonal communication	Listening / speaking	asking and answering questions about a famous person

Vocabulary	wedding happy presents band dancing exciting enjoyable excellent feast bride groom boring ceremony festival decorate fast break		
Functions	Talking about the past		
Structures	Simple past (to be; regular verbs); possessive adjectives		









# Listen. Do you know how many days there are in each month? Say this rhyme.

Thirty days have September, April, June and November. All the rest have thirty-one, Except for February alone, Which has twenty-eight days clear, But twenty-nine in each leap year.

#### New objective

To use different forms of the verb to be in the simple past

## 2 Speak. Say these dates. Then write them as dates.

1	The second of March, two thousand and four.	2nd March, 2004	2.3.04
2	The fifth of July, two thousand and five.		
3	The twelfth of November, two thousand and three.		
4	The twenty-first of May, two thousand and six.		
5	The seventeenth of August, nineteen ninety-eight.		
6	The third of January, nineteen twenty-four.		

I was	
You were	

He/She/It was ... They were ... We were ...

# Listen to Nora. Then answer the questions.

- 1 What date was the wedding?
- 2 What date was for the women?
- 3 What date was for the men?
- 4 When was Nora there?
- 5 Were there any presents?
- 6 What food does Nora mention?
- 7 Was there any dancing?
- 8 What does Nora say about the music?

## Complete these sentences with was or were.

- 1 Nora \_\_\_\_\_ very excited at her aunt's wedding.
- 2 All the guests \_\_\_\_\_ very happy.
- 3 There \_\_\_\_\_ a lot of food at the wedding.
- 4 The music \_\_\_\_\_ very exciting.
- 5 The band \_\_\_\_\_ good.
- 6 There \_\_\_\_\_ lots of presents for the bride and groom.



# I watched ... He/She listened ... They walked ... You danced ... We played ...

Listen to Marwan and complete the sentences. Use the verbs in the box, but remember to put them into the past tense.

dance behave attend want play dress

1 Last Saturday, Marwan attended his aunt's wedding.

2 Marwan \_\_\_\_\_ to go to the football match instead. 5

3 Marwan \_\_\_\_\_ in his best suit.

#### New objectives

To recognise and use vocabulary related to celebrations

To introduce and use simple past of regular verbs, highlighting use of auxiliary *did* 

To draw awareness to, and foster respect for, other cultures

To reflect on and use possessive adjectives

4 He \_\_\_\_\_\_ very well.

Marwan thought that the band \_\_\_\_\_some good music.

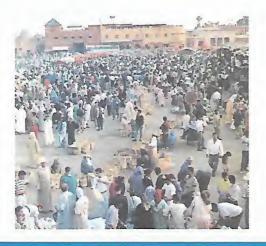




Hi! My name is Jamal. I am Moroccan but I live in Spain. Last September, however, I returned to Morocco with my family. We visited the wedding festival of the Ait Haddidou near Imilchil, high in the Atlas Mountains. My family and I really enjoyed ourselves. There were about twenty-five thousand people there and the atmosphere was excellent. We drank tea with some local people and witnessed the festival. There was a huge market called the Souk Aam and we bought lots of things.

Hello. I'm Susan. I'm from England. My favourite celebration is Christmas. Last year we stayed with my uncle and aunt. We had a great time. We decorated the living room. We had a big Christmas tree with coloured balls and lights. For Christmas lunch, we had roast turkey and Christmas pudding. There were presents for us under the tree. I received a lovely, new watch.





Hi! My name is Samir. I'm Moroccan. I really enjoy Aïd el Fitr at the end of Ramadan. The date changes every year. Last Ramadan, I fasted. The best time was the evening. We usually broke our fast at our family gathering and we all wore traditional clothing. Sometimes we went to D'jemaa el Fna in the centre of Marrakesh. We always had harira or shorbah with dates and then some pancakes with butter and honey. There is a special night, the 26th of Ramadan, when we have a meal together in the evening and then go to the mosque. We stay there until dawn. Some people got very tired, but I didn't!

# Write a paragraph about your favourite celebration. Use the information on page 85 for ideas.

My favourite celebration is the henna ceremony. This takes place on the day before the main wedding celebration. The bride has her hands painted with henna. The designs are really beautiful. Last year I attended my cousin's henna ceremony and I was also able to have my hands painted with henna. The bride always has more designs than the other guests.

my

your

his/her/its

our

their



#### **New objective**

To use possessive adjectives



### 8 Read.

Every country has its celebrations.

Susan enjoys Christmas at her aunt and uncle's house.

Samir says his favourite celebration is Aïd el Fitr.

Jamal's family spent their holiday at Imilchil.

We all have our favourite celebration.

My favourite celebration is ...

9	Complete these sen	ences with the	correct	possessive	adjectives.
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My name is Bob. I'm English. \_\_\_\_\_ favourite celebration is my birthday. That's when \_\_\_\_\_ relative gather for a party. I always look forward to opening \_\_\_\_\_ presents.

Pedro is Spanish. \_\_\_\_\_ favourite celebration is rather strange. He likes to go to Valencia for a celebracalled *La Tomatina*. He likes to throw tomatoes at \_\_\_\_\_ friends. After the celebration, \_\_\_\_ clothes red with tomato juice.



friend Leila is Moroccan	favourite celebra
is a wedding. She likes to wear	traditional dress for
weddings.	

During Easter Week, Mexico decorates \_\_\_\_\_\_ streets with flower petals and \_\_\_\_\_ people go in procession. Easter we is \_\_\_\_\_ favourite time of the year.

Salim and his family say that Ramadan is \_\_\_\_\_ favourite \_\_\_\_ favourite foods. They eat \_\_\_\_\_ favourite foods. They are very good for \_\_\_\_\_ health!

Do you have a favourite celebration? What is \_\_\_\_\_ favore celebration?

## 10 Read about Ibn Battuta.

#### **New objective**

To ask and answer questions about a text in the simple past



In the Muslim calendar, Ramadan is the holiest month in the year and the pilgrimage to Mecca is a very important event. Muslims are great travellers. Ibn Battuta was the greatest. His journey to the Far East lasted twenty-four years!

Ibn Battuta was born in 1303 in the beautiful old city of Tangier. In 1325, he decided to make the pilgrimage to Mecca. He left Tunis with a caravan. He went with the caravan to Alexandria. He saw the tall lighthouse, one of the seven wonders of the ancient world.

He went to Cairo where he met Rodrigo, an Italian merchant. Rodrigo told Ibn Battuta about his trade with the Far East. This gave Ibn Battuta the idea of travelling to China. He visited Al Qods and Damascus. He eventually reached Mecca.

He went to Iraq, where he joined a caravan to India and arrived in Delhi. The Sultan asked Ibn Battuta to take a gift to the Emperor of China. Ibn Battuta went to the port of Calcutta. He put his baggage on a ship. Before he could board the ship, a storm drove it out to sea. Ibn Battuta lost his baggage and the Sultan's gift. But he decided to continue his journey.

He went to the Maldive Islands, Sri Lanka and Sumatra. He then went to Beijing, in China. He did not meet the Emperor. He returned to the Maghreb.

# 11 Speak. Ask and answer questions. Practise with a friend.

S1: Which is the holiest month in the Muslim calendar?

S2: How long did Ibn Battuta's journey last?

S2: Ramadan is the holiest month.

S1: It lasted for twenty-four years.

# Look at these pictures of Ibn Battuta's journey. Write suitable captions for each picture.







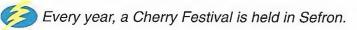
In 1325, Ibn Battuta left Tunis with a caravan.

# Do you know about ... Moroccan festivals?











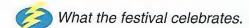


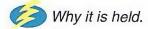


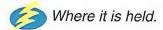
# **Project: Celebrations**

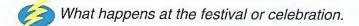
Choose a festival or celebration and make a poster about it. Work in groups.

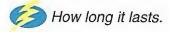
### Include information such as:

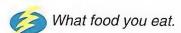












What clothes you wear.

Anything else which you think is important.



# Review 6

1 Listen and write the verbs in the simple past. (10 Points)

Dear Mohamed
We (go) to Morocco for our holiday. We (fly) to Rabat.
We (stay) for two weeks in a hotel. My mother (want)
to visit the Oudaya Gardens. We also (walk) through the streets
of the Medina. We (see) Hassan Tower. We (eat) delicious
food and my father and I (watch) a football match at the
Moulay Abdellah stadium. I really (enjoy) the game. We
(have) a great holiday.
From Simon
Complete the health tips with should or shouldn't. (8 Points)  1 To prevent spots, you use too many face creams.  2 You wash your face with soap and water.  3 You eat too much junk food.  4 You eat lots of fruit and vegetables.  5 Exercise is important. You exercise at least three times a week.  6 You drink two litres of water every day.  7 You make sure your house is clean.  8 You leave matches where children can reach them.
Complete the sentences with me, you, him, her, it, us or them. (10 Points)
I am a doctor. Many people come to see I give advice. When I see sick man, I tell
to boil his drinking water. When I see a girl with a skin problem, I tell to eat a healthy diet.
Exercise is good for me; it's good for, too. Exercise is good for all.

	1	I'm Hassan favourite celebration is Aïd el Fitr.
	2	My family and I share a feast with all relatives.
	3	My mother and father wear best clothes.
	4	My sister always wears favourite dress.
	5	My grandparents travel from home in the countryside.
	6	What is favourite celebration?
5	C	complete the sentences with the simple past of be. (6 Points)
	1	My sister's wedding very exciting.
	2	There a lot of people there.
	3	It on the seventeenth of June last year.
	4	It a hot day. I wore my new dress which very comfortable.
	5	There three days of celebrations.
	6	The henna ceremony on the first day. There lots of people there.
	7	The wedding ceremony on the last day. It beautiful.
6	C	omplete the sentences with this, that, these or those. (6 Points)
	1	We went to this mosque, but not to that one.
	2	I wore clothes, not ones.
	3	We ate at table, not at one.
	4	We visited square, not one.
	5	We flew in plane, not in one.
	6	We used bikes, not ones.

4 Complete the sentences with my, your, his, her, its, our or their. (10 Points)

# Unit 13

# The environment

### **Competency Development**

Competency	Focussed skill	Sub-skills and strategies
Presentational communication	Writing / speaking	presenting ways of protecting the environment and information about recycling to an audience of readers through a poster to hang on your school notice board
	Speaking	speaking clearly about poor environmental practices
Interpretative communication	Listening / reading	responding appropriately to spoken and written texts about the environment

Vocabulary	pollution litter paper plastic metal rubbish protect waste electricity oil gas buy sell give recycle power packaging air breathe
Functions	Talking about the past; obligation; prohibition
Structures	Simple past (irregular verbs); too much/many, a lot of, enough, more/less/fewer







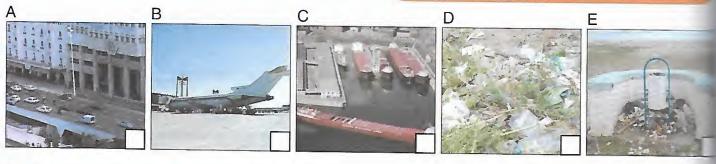


# Listen to Maria. Tick the types of pollution she mentions.

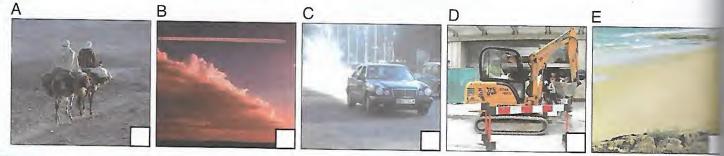
#### New objectives

To recognise and use vocabulary to do with pollution

To raise awareness of environmental issues



## 2 Tick the causes of pollution.



### 3 Read Ahmed's article.

The students in my school are concerned about the environment, but we are not doing much to protect it. We are still littering the streets with paper, cans and plastic bags. What can we do? Why don't people care?

We also have a problem with water supply. We are using more and wasting more. A dripping tap can waste 15 litres of water a day. The government is putting out advertisements about saving water, but they are not doing much good.

We are using more and more electricity. To make that electricity, power stations are burning more and more oil and gas. They are polluting the air. More and more people are installing air conditioners and heating in their homes. These are using more and more electricity.

# 4 Read Ahmed's report again. Say whether these sentences are true or false. Correct the false ones.

- 1 The students at Ahmed's school are not concerned about pollution.
- 2 The school is littered with paper, cans and plastic bags.
- 3 Ahmed thinks that people waste too much water.
- 4 A dripping tap wastes about 15 litres of water an hour.
- 5 The government advertisements about saving water are useful.
- 6 Power stations use too much electricity.
- 7 Air conditioning is becoming more popular in Morocco.
- 8 Not enough people have air conditioners or heating.

I went ... You saw ... He/She/It drank ...

We made ...

They took ...

I collected ...

You decided ...

He/She/It walked ...

We laughed ... They danced ...

Read Abdelaziz's report. The words in bold are in the past tense. Match them with the correct verbs.

#### New objective

To introduce and practise the use of the simple past with irregular verbs

The students in my school got tired of seeing litter round the school. We made a rule:

Pick up litter. Put it in the bin.

I walked round the playground yesterday. There wasn't any paper, plastic bags or cans in sight. Then we decided to recycle our rubbish. A lot of students bought drinks in cans. We collected the cans and sold them for recycling. We gave the money to the school. We did the same with waste paper and glass bottles. Plastic bags and bottles were a problem. The recyclers didn't want them. They went to the rubbish dump.

made a buy walked 2 b be 3 was c make 4 decided d collect bought e sell 5

collected f be

sold 7 g walk

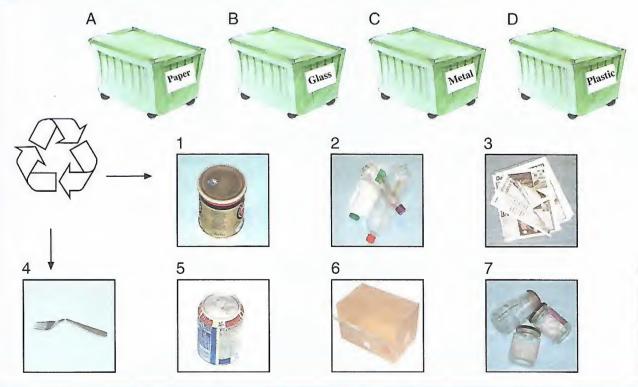
gave go

did give

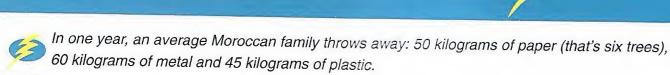
10 were decide

11 went k do

Recycle this rubbish. Put the items in the correct bin.

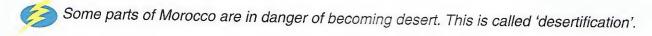


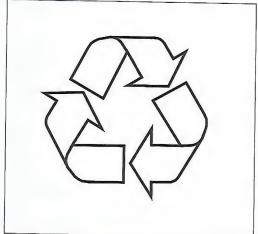
# Do you know about ... environmental issues?



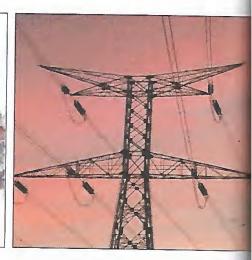


There are 210 species of birds and 105 species of mammals in Morocco.











What can you do to protect your environment?

Make a poster for your school showing some of the environmental problems under the headings Land, Water and Air. Say where the pollution is coming from and suggest ways of stopping the pollution. Include details on how to recycle things and what you should do at home to help the environment.



# Unit 14

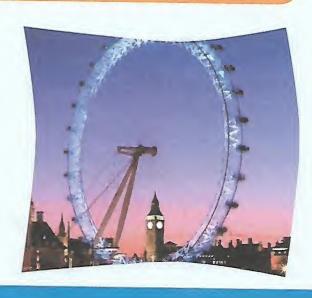
# Entertainment

### **Competency Development**

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening / reading	interpreting language related to entertainment
	Listening / speaking	identifying expressions of agreement and disagreement, likes and dislikes, ability and suggestion
Presentational	Writing	presenting information about your favourite entertainment to an audience of readers

Vocabulary	spend learn windsurf movie Internet e-mail address website cinema rent video opposite straight ahead next to beside left right take act play
Functions	Asking for and giving directions; agreeing and disagreeing; apologizing
Structures	Present continuous to express future meaning; time markers; Yes, I agree / No, I disagree





I am flying to Rabat on Tuesday. You are seeing the doctor at four o'clock this afternoon. He is playing football next Saturday. We are visiting Grandma and Grandpa at the weekend. They are watching a film tomorrow evening.

#### New objective

To identify and use the present continuous to ta about future plans

1 Listen to Nora, Naïma, Salim and Samir talking about their plans for the summer holidays. Write the names under the correct pictures.









2 Speak. Say what you are going to do. Use the time expressions in the box. Practise with a friend.

at the weekend	tomorrow afternoon	next Tuesday
on Saturday morning	next week	in three week's time

S1: What are you doing tomorrow afternoon?

S2: I'm watching a movie.

S2: What are you doing at the weekend?

S1: I'm acting in a play.

3 Naïma is very busy this week! Look at the sentences and fill in the activities on the correct days in her diary.

I'm visiting my cousin this afternoon.

I'm playing tennis with Salim tomorrow morning.

Tomorrow afternoon, I'm going shopping with Mum.

I'm watching a movie with Nora on Saturday evening.

I'm visiting my grandparents on Sunday morning.

Next Monday, I'm not doing anything but I'm seeing the dentist next Tuesday morning.

Monday	a.m:	
	p.m:	
Tuesday	a.m:	
	p.m:	
Wednesday	a.m:	
	p.m:	
Thursday	a.m:	tennis with Salim
	p.m:	
Friday	a.m:	
	p.m:	
Saturday	a.m:	
	p.m:	
Sunday	a.m:	
	p.m:	
	_	

Write. Complete Salim and Samir's sentences with the correct form of the verb.
Use either the present simple or the present continuous.

#### **New objective**

To make and respond to suggestions, using *Let's* ... etc.

	0	
23		

I am spending (spend) the summer holidays at hor	ne. There is
plenty of entertainment there. My father	_ (buy) a
new computer. He (know) how much I	(love)
playing computer games. I (set up) my c	own e-mail
address and website. My friend, Youssef	(help) me.

I (go) to the beach for the summer.	My family and I (visit) Essaouira and I
(learn) how to windsurf. I	_ (have) lessons from my eldest cousin. He already
(know) how to windsurf. I	(look forward) to it very much.

Write about what you are doing during the summer holidays.

Let's go to the cinema. Let's go shopping. Let's meet in a chat room. I'm sorry, I can't. No, why don't we watch television, instead? I'm sorry, I don't have a computer.



- 6 Listen. Tick the sentences which are true. Correct the sentences which are false.
  - ☐ 1 Salim and Samir are going to the cinema this evening.
  - ☐ 2 They are going to watch *Spiderman*.
  - ☐ 3 Naïma and Nora are also going to the cinema this evening.
  - 4 Nora is having dinner with her grandparents tonight.
  - □ 5 Naïma and Nora are going to rent a video tomorrow night.
  - ☐ 6 They are going to rent *Spiderman*.
- Speak. Work in pairs. Look at the tables and make suggestions. Practise with a friend.

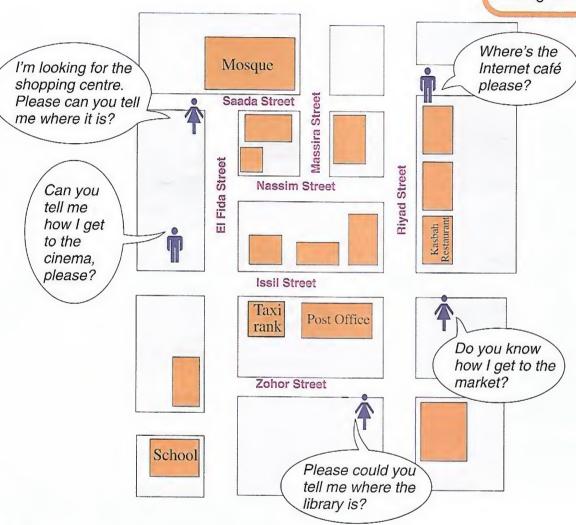
	S1	S2
this afternoon	go shopping	go swimming
tomorrow	rent a video	play football
at the weekend	play football	meet friend in chat room

- S1: Let's go shopping this afternoon.
- S2: Let's go swimming this afternoon.
- S2: I'm sorry, I'm going swimming.
- S1: I'm sorry, I'm going shopping.

8 Listen. Look at this map and label the video shop.

### New objective

To communicate verbally with other members of the class, asking for and giving directions



Usten. Help the lost people and label the buildings in the list.

cinema shopping centre library market Internet café

- 10 Speak. You're at school. Ask for and give directions. Practise with a friend.
  - S1: Can you tell me how I get to the Kasbah Restaurant?
  - S2: Yes, turn left out of the school, take the second road on the right, Issil Street, go past the Internet café and the video shop, turn left into Riyad Street, and the Kasbah Restaurant is the first on the right.

Yes, I agree. No, I don't agree. I'm afraid I disagree with you. I'm sorry, I disagree.

## Read.





To learn how to express agreement and disagreement in a polite and courteous way



The best music is Ra'i.

No, I don't agree. I prefer Andalusian. I think it's much easier to listen to.

I'm going to Chez Ali Restaurant tonight. I think it's the best restaurant in town. Yes, I agree. The food there is wonderful.

Khaled is the best Ra'i musician around. I'm sorry, I disagree. I think Cheb Mami is better.



- Speak. Look back at the topics in this book.

  Talk about your preferences and see whether your friend agrees or disagrees.
  - S1: The best place to live is in a city apartment.
  - S2: I disagree. I think the best place is a house in the country.
  - S2: The most enjoyable celebration is a wedding.
  - S1: I'm afraid I disagree. I think the most enjoyable celebration is Aïd el Fitr.
  - S1: I think it's great to have a large family with lots of brothers and sisters.
  - S2: Yes, I agree.
- 13 Look at these photos. Say whether you agree or disagree with the sentences.









This is Agadir. It is the most beautiful city in Morocco.

This is Rabat. It is the largest city in Morocco.

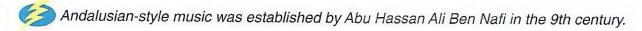
This is Al-Qarawiyin University in Fez. It is the oldest university in Morocco.

These are the Atlas Mountains. They are the highest mountains in the world.

# Do you know about ... music?







🥏 The Gnaoua festival in Essaouira is visited by a large variety of jazz musicians from all over the world.

Jalal Hamdaoui started working in the music industry when he was 10 years old.

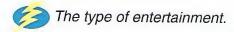


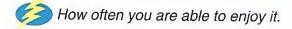


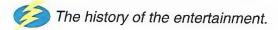
# Project: Entertainment

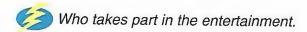
What is your favourite type of entertainment? Make a poster.

#### You can include:









Anything else which you think is important.



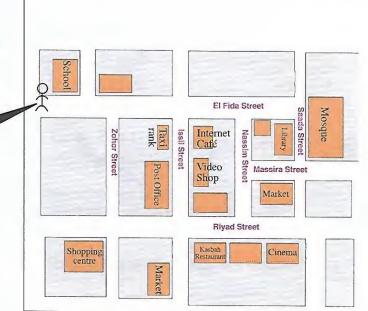
# Review 7

1 Listen. Complete these sentences using the past tense. (10 Points)

Last year, I \_\_\_\_\_\_ (go) to a music festival in Fez. It \_\_\_\_\_\_ (is) excellent. I \_\_\_\_\_\_ (hear) lots of different musicians from all over Morocco. They \_\_\_\_\_\_ (play) instruments and \_\_\_\_\_\_ (sing). The crowd really \_\_\_\_\_\_ (enjoy) themselves and everyone \_\_\_\_\_ (cheer) at the end. I \_\_\_\_\_ (learn) a lot about music. I \_\_\_\_\_ (stay) in a very comfortable hotel and \_\_\_\_\_ (meet) lots of very friendly people.

2 Look at this map and write the directions. (10 Points)

You are here



- 1 How do I get to the cinema?
- 2 Can you tell me where the library is, please?
- 3 Where is the shopping centre?
- 4 I need to find the Internet café. Can you help me, please?
- 5 How do I get to the market?

# Write sentences saying what you are doing at the given times. You can make up the details. (10 Points)

to	morrow afternoon	at the weekend	this evening	next Tuesday	during the summer holiday	15
To	morrow afternoon	, I'm renting a vide	20.			
1			4			
2			5			_
3						
	Read these sente	ences and write	a response eit	her agreeing,	or disagreeing. (20 Poin	2.1
1	There is only one ty	-				
	I'm sorry, I disagree	e. There are many	types of polluti	on.		
2	The most exciting co	elebration is Ramada	an.			
3	You must eat only v	egetables if you war	at to be fit and hea	lthy.		
4	There are too many	television channels i	n Morocco.		<del></del>	
5	Children shouldn't b	e allowed to play to	o many computer	games.		
6	Most people in More	occo travel by bus.				
7	Classical music is th	e best type of music	to relax to.			
3	You can live for a m	onth without water.				
9	The most popular sp	ort in Morocco is sk	iing.			
10	The most famous to	urist site in Morocco	is Hassan Tower.			4